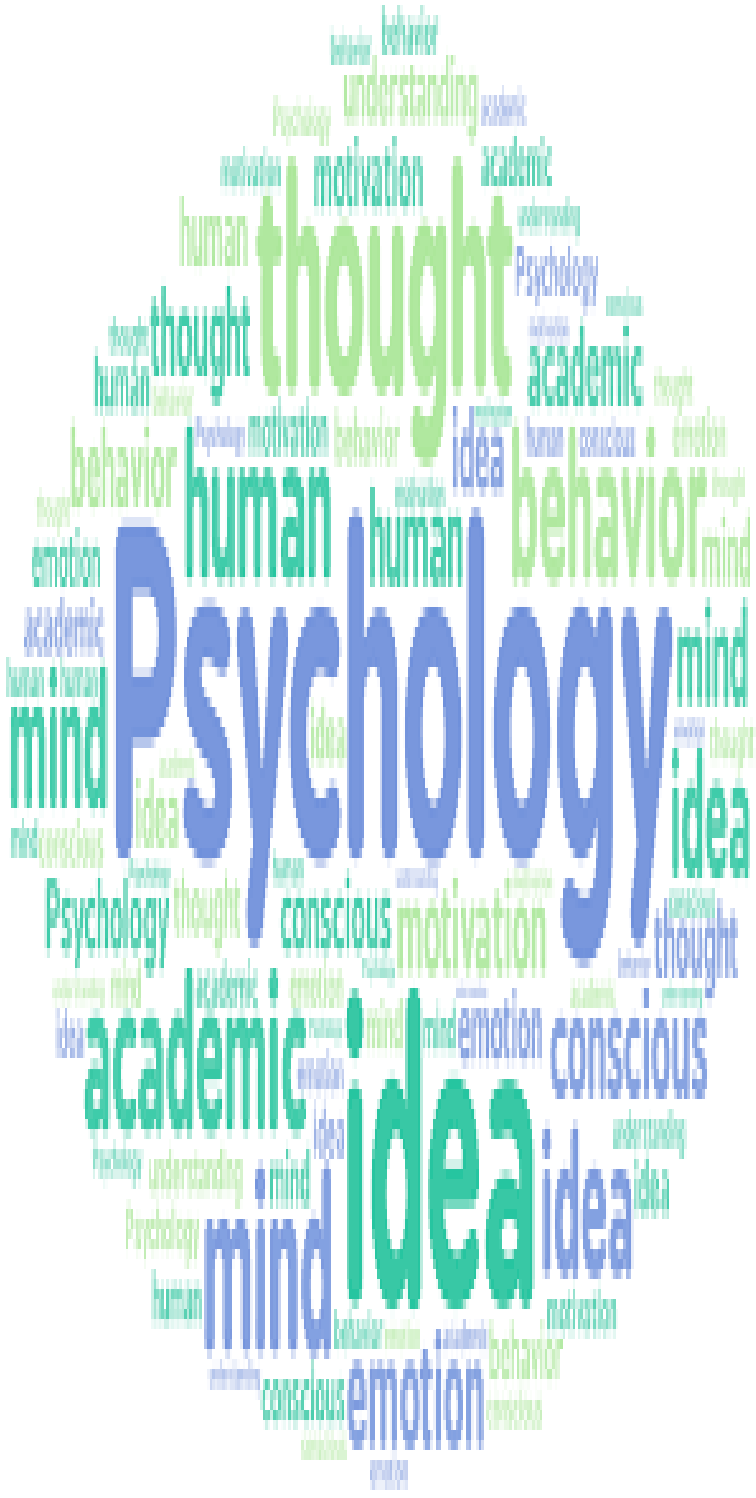
UNIT-3 Psychological testing



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What is Types of tests Test construction: Item writing, item analysis?

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TesPsychological testing — also called psychological assessment — is the foundation of how psychologists better understand a person and their behavior. It is a process of problem solving for many professionals — to try and determine the core components of a person's psychological or mental health problems, personality, IQ, or some other component. It is also a process that helps identifies not just weaknesses of a person, but also their strengths.

Psychological testing measures an individual's performance at a specific point in time — right now. Psychologists talk about a person's "present functioning" in terms of their test data. Therefore psychological tests can't predict future or innate potential.

Psychological testing is not a single test or even a single type of test. It encompasses a whole body of dozens of research-backed tests and procedures of assessing specific aspects of a person's psychological makeup. Some tests are used to determine IQ, others are used for personality, and still others for something else. Since so many different tests are available, it's important to note that not all of them share the same research evidence for their use — some tests have a strong evidence base while others do not.

Psychological assessment is something that's typically done in a formal manner only by a licensed psychologist (the actual testing may sometimes be administered by a psychology intern or trainee studying to become a psychologist). Depending upon what kind of

testing is being done, it can last anywhere from 1 1/2 hours to a full day. Testing is usually done in a psychologist's office and consists largely of paper-and-pencil tests (nowadays often administered on a computer for ease-of-use).

Psychological testing is divided into four primary types:

- Clinical Interview
- Assessment of Intellectual Functioning (IQ)
- Personality Assessment
- Behavioral Assessment

In addition to these primary types of psychological assessment, other kinds of psychological tests are available for specific areas, such as aptitude or achievement in school, career or work counseling, management skills, and career planning.

Within the field of test development, the tasks and/or questions that are used to construct tests and examinations are referred to as 'items', and the range techniques involved in preparing those items are collectively referred to as 'item writing'. Is item writing an art or a science?

The best item development techniques combine elements of both these intellectual activities. On the one hand, there is a fair amount of experimental method, which we might recognize as scientific, incorporated within the whole set of procedures for developing a good item, or the sets of such things we call 'tests'. However, as this document will make clear, writing a good item is also a highly creative act. By the end of the process something new, powerful, and useful has emerged – a test instrument which has used words, symbols or other materials from a curriculum or a syllabus in a new

way, often to serve a variety of educational purposes. In doing so, the item developer needs imagination and ingenuity as well as knowledge: form, structure and balance become important, as they are to a sculptor or a musician. Why are these building-blocks of tests called ‘items’, anyway? Is it merely educational jargon? Why not call them ‘questions’?

The choice of the word ‘item’, in preference to ‘question’, draws attention to two matters. One is that items are often not in question format – the test-taker is required to perform a specific task, or reveal specific knowledge, which is implied in the words given on the testpaper, rather than explicitly offered as a direct question.

The other matter concerns the independence of items in a test. Like the items on a shopping list, they are discrete, or they should be. If you can’t get one right, that should not stop you from having a fair chance of obtaining success on all of the others. The term ‘item writing’, used in the title of this document, draws attention to this essential independence – the separate skills, abilities or pieces of knowledge which make up human learning are considered individually in the test. This is the prime focus.

However the discussion (and the test development process) begins and ends with consideration of a second focus. It considers what happens when these items achieve additional significance or importance by having been grouped or combined with other items to form a test instrument. We must continually remember that our building blocks are part of a larger whole. Several times in the paragraphs above, the word ‘development’ has been used. This is not mere jargon either.

It draws attention to the fact that items do not spring to life ready-made in an item writer’s brain. A thorough developmental process,

often in a defined and specialised sequence, occurs. Like the student knowledge to be tested, it occurs gradually – sometimes with false starts, and often with much wastage on the way, as the test writers clarify their initial ideas, add to them, try them out, and finally decide what will serve their purposes best. Note also the use of the plural 'writers'. Item writing is best done using a team approach at various stages of the exercise.

learning difficulties, and so on. However, the real objectives for any test come directly from considering two things in conjunction. The first is the actual educational context in which the results of the testing will be used. The second is the knowledge and understanding the test-taker will be expected (or able) to bring into the test-room.

The objectives which are determined will therefore be local and specific, and determining what they are is the starting point for determining what the test and its items ought to look like. Much of the material in this paper concerns one particular branch of item writing which is perhaps the most difficult to master – the development of multiple-choice items and tests. However this emphasis should not obscure the fact that all items, from simple short-answer formats to extended response essays, need the same careful and methodical processes during their development if the final tests are to be reliable and valid measures of learning outcomes.

The suggestions made as to process can (and should) be applied whether the user is a teacher in a school preparing a semester test or an administrator setting up a large national assessment program.

One more element remains to be added to the matrix used in this example – the formats which have been chosen for the test items

themselves. In the UNESCO study being used as an example in this section, only a small space of time was available for each of the cells of the matrix. Hence the solution to the format problem could not involve vast amounts of reading or writing by the test takers, or large numbers of computational exercises to test their basic numeracy. For policy reasons, equal amounts of time had to be given to testing in English and testing in the student's vernacular language, and this suggested selection of formats which were similarly parallel.

The time allocations were suggestive. Thirteen minutes for computations suggested 25 exercises at about two a minute. Eight minutes for reading comprehension suggested 8 short-answer questions (one a minute), and the free writing exercise suggested a sentence every two minutes.

So long as the test-takers were given a few minutes to read through the paper before the test actually began, the stimulus material for the reading and writing exercises could be fully informative but not particularly extensive. More reading comprehension questions could perhaps have been asked if a multiple-choice format had been chosen, but this format was decided against – additional information about a student's writing skills would be elicited if they prepared their own sentences as responses to the comprehension questions.

Problems for solution

The problems which test-writers set for solution by candidates actually represent a sub-category of constructed responses, but seem important and common enough to be discussed separately. In a sense, setting an essay task for extended response has a problem element built into it, especially if the candidate is required to read a large amount of informative stimulus and choose some

sort of personal response to be developed during the test. For example, we might look again at an example (given earlier under the heading 'Extended Responses') with this in mind: Read the material presented opposite and prepare a balanced and detailed critical response to the ideas about education presented by the various writers and cartoonists.

Your piece of writing should be between 600 and 1000 words. Other problems may not require words as a response, but quantitative reasoning and expressions for their solution. Or perhaps it is manipulation of materials that is required, as in a test conducted in a laboratory or workshop or art studio.

Mathematical problems are probably the most common kind, from simple primary examples to more complex ones at higher levels of schooling. As in the first example, they too might involve manipulation of objects as an aid to their solution.

Item analysis

There is not room in a paper of this size to canvass and describe all the different options which exist for the analysis of item data. Papers for other modules will explore the matter in some detail. School-based tests will use simple rather than complex strategies to obtain (and indices to express) this information.

Larger test programs will probably have the resources to engage in quite lengthy and complex processing. Broadly speaking, for multiple-choice items in large programs, the analysis consists of statistics which show the facility of each item:

• the percentage of the whole test-taking population which got it right;

• the discrimination index of each item: how well the keyed answer distinguishes between students of high ability and those less able;

• the response level for each item: how many actually attempted it, right or wrong;

• the criterion score on each item: the mean score of all those who did attempt it;

• whether any distractors did not function well: attracted too few candidates, or a preponderance of those of high ability

However, from the item-editor's point of view, it should be noted that at least five other things are under analysis during this vital stage of the whole development process. Information is obtained about:

1. the parts of an item, especially in multiple-choice format with its stems, keyed answers and distractors;

2. the integrity or worthwhileness of the item as a whole;

3. the performance of the item as a discrete test element;

4. the performance of an item with regard to other items in the same set or test;

5. the integrity or worthwhileness of the test as a whole.

The distinctions between 2, 3, and 4 (which seem on the surface to be saying much the same thing) are important, especially for a multiple-choice test. Each, for the item editor, might offer a slightly different reason for rejecting or retaining an item in the final test. An item might be worthwhile as a measure of a particular higher order skill (2).

It might operate well as a discrete test element, discriminating satisfactorily between the most able and the less able (3). But it might be simply far too hard by comparison with all the other items in the test (4) and deserve exclusion on that ground.

Stage Two – editing for Publication

When the test has been taken into the field and tried out, and the item analysis has been completed, a second stage of editing then occurs. Using the analysis results, each item is scrutinised and decisions made about rejection or retention.

There may be a little judicious re-writing, but this should be limited to minor changes to distractors only. If the stem and keyed answer need change, then a new item has resulted, and this would require further trial testing: it would be better to reject the item and use one that did work. Once every item is clean, making up the final form actually begins.

As in so many matters to do with test development, there is a sequence of activity which should be followed, in order to ensure that new bugs don't appear and the test as completely as possible meets the original specification. Figure 16 suggests an appropriate sequence.

EDITING FOR PUBLICATION – A CHECKLIST OF ACTIVITIES

1. Read the item analysis and sort the items (or groups of items) into three piles:

a) ready to go;

b) needing editing;

c) possible rejects.

2. Edit items and establish a final pool of items for the test. Check the omit rate to establish optimum test length.

3. Check the specification against this pool for the number and qualities of the items available. Reinstate any usable 'rejects' if all the objectives are not satisfactorily covered.

4. Assign the items to a tentative order for the whole test and enter the scoring scheme at the end of each section of the test.

5. Check this order for: a) order of difficulty (for example, in a set of multiple-choice items, make sure some easy ones occur early, to give the candidate some confidence);

b) keyed answer order and distribution;

c) balance and variety of item type.

6. Write or insert appropriate instructions for candidates. Include suggestions for time to be spent on each section.

7. Assign the items to a preliminary paging of the test-paper: some may have to be moved to allow a more satisfactory layout. Allow sufficient space for answering if there is to be no separate answer sheet.

What is Norming, Reliability and Validity of Psychometric Tests?

Norming, Reliability and Validity of Psychometric Tests

Evaluation of human qualities – such as attitude, competency, proficiency, accomplishment, and belief, among other constructs- is routinely conducted by administering tests fairly, which are precisely formulated and applied using standardized protocols. Test takers are usually concerned with the results from a test administered to them; they don't have a proclivity to look into the technical aspects or characteristics of the tool itself. Despite this, many people take the tests internal components into account because they realize that the relevance and usefulness of test result interpretation are dependent on its core features. In technical terms, these internal test attributes are termed as psychometric properties.

The psychometric properties of a test are associated with the data that has been garnered from the assessment to find out how well it evaluates the interest construct. The development of a valid test is conditional on the fact that it has been subjected to statistical analyses, which ascertains that it has adequate psychometric properties.

A good psychometric test must have three fundamental properties- reliability, validity, and norming. Be it hiring or developing employees, choosing the correct set of assessments is pivotal in making or breaking a business.

Besides the reliability and validity of tests, the standardization of the assessments normed for various aspects, such as age, gender, education, profession, employability, etc. also determines the properties of tests.

Psychometric properties, usually, provide insights into a test's meaningfulness, appropriateness, and usefulness(or rather say, its validity). Let's say a test is publicized as a measure important for diagnosing a mental disorder such as bipolar disorder. The

psychometric properties of a test present the test creators and users with satisfactory evidence of whether the tool performs as portrayed.

The psychometric property of a test focuses on its particular feature. Some psychometric properties speak volumes about the quality of the whole test, while others give weight to its constituent parts, sections, and even individual items. For instance, when considered in totality, a psychometric property could reveal whether the test assesses a single construct or multiple constructs.

The characteristic of a test analyzing only one dimension or multiple dimensions is the psychometric property of the whole instrument. Another psychometric property of the test could point out whether the instrument evaluates the target construct reasonably well for both men and women. We can call this a psychometric property of gender equality. Yet other psychometric properties furnish evidence whether a test assesses a construct consistently (reliability).

Psychometric properties are most often expressed quantitatively. Numerical quantities such as a coefficient or an index are used to represent the property. For example, the reliability coefficient is a numerical value that most students and professionals are familiar with. Even though reliability is mentioned as the psychometric feature for a test, it is expressible in the form of quantitative value.

Likewise, many other psychometric properties are expressed numerically. Meanwhile, a quantifiable value is not often the best way to convey a specific psychometric property. For example, validity, being a hard fact, cannot be suggestively reduced to a single value or index. It is an encompassing psychometric property, but an exhaustive discussion that synopsizes a substantial body of evidence is required to explain test validity.

One must explore and learn about the psychometric properties of tests for two key reasons. First, this knowledge enables makers to create useful tests. Psychometricians and other experts who create tests must analyze and describe the functionality of tests to build them to a predefined level of quality. Second, the awareness about the psychometric properties of a test ensures that the information gained using the instrument could provide a firm foundation for making the right decisions. It stands to reason that counselors, psychologists, policy personnel, educators, and many other professionals often formulate their decisions on the data collected from the tests.

Psychometric properties: Reliability, Validity, and Norming

In definition, a standardized test is administered and scored in a consistent or “standard” manner. They are designed in a way that stabilizes questions, conditions for administering, scoring procedures, and interpretations as consistent.

Standardized testing could be composed of true-false, multiple-choice, authentic assessments, or essays. It’s possible to shape any form of assessment into standardized tests. When it comes to the creation of psychometric evaluations, questions are measured in scales. And these too are often most valid with standardization post-creation.

We should look for these three factors when creating/standardizing psychometric tests:

- Nature of Reliability
- Understanding Validity
- Importance of Norming

Nature of Reliability in Psychometric Tests

Psychometric Test Reliability refers to the level to which test scores are accurate and free of measurement mistakes. In other words, does the test measure what it is supposed to measure? It is the consistency in the measurement tool to produce scores by which interpolations can be made.

For instance, a test measuring intelligence should yield the same score for the same person after he or she has completed the rest each time within a short period in between (provided the test taker has not changed regarding his/her intelligence over the period).

A test is reliable as long as it produces similar results over time, repeated administration, or under similar circumstances.

If you were to use a professional dart player as an example, his or her ability to hit the designated target consistently, but not the bullseyes under specified conditions, would classify them as an excellent and reliable dart player. However, this does fail on account of validity. When compared to psychometric assessments, a reliable test is better known for its ability to produce stable results over time.

Over the years, scholars and researchers uncovered multiple ways to check for reliability. Some include testing the same participants at different points of time or presenting the participants with varying versions of the same test to see how consistent the results are.

Suffice it to say that an assessment has to show demonstrably excellent reliability to qualify for validity.

Types of Psychometric Test Reliability

- **Parallel Forms Reliability:**

In this type, the two tests that are different use the same content but separate procedures or equipment, and yield results that are the same for each test taker.

- **Internal Consistency Reliability:**

Items within the test are examined to see if they appear to measure what the test measures. Internal reliability between test items is referred to as internal consistency.

- **Inter-Rater Reliability:**

When two raters score the psychometric test in the same way, inter-scorer consistency is high.

- **Test-Retest Reliability:**

This is when the same test is conducted over time, and the test taker displays consistency in scores over multiple administrations of the same test.

Factors Influencing Psychometric Test Reliability

There are always minor discrepancies in psychometric test reliability. Moreover, individuals taking the same psychometric test may have different thoughts, feelings, or ideas at various points in the time, leading to variance in scores. A lot of factors (both stable traits and momentary issues) can result in variation in test scores.

Stable traits include weight, height, and other such characteristics. Momentary inconsistency is attributed to different things such as the health of test-takers, an understanding of a particular test item, and so forth.

Why Psychometric Test Reliability Counts?

Reliability is essential for psychometric tests. After all, what is the point of having the same test yield different results each time, especially if scores can affect employee selection, retention, and promotion?

Errors in Reliability

Psychometricians identify two different categories of errors:

- Systematic errors: These are factors that impact test construction and are inbuilt in the test.
- Unsystematic errors: These are errors resulting from random factors such as how the test is given or taken.

Numerous factors influence test reliability. The timing between two test sessions affects test-retest and alternate/parallel forms reliability. The similarity of content and expectations of subjects regarding different elements of testing affects only the latter type of reliability along with split half and internal consistency.

Changes in subjects over time, such as their environment, physical state, emotional and mental well-being, also need to be considered while assessing the reliability of psychometric tests. Test-based factors such as inadequate testing instructions, biased scoring lacking in objectivity, and guessing on the part of the test-taker also influence the reliability of tests. Tests can generate reliable estimates sometimes and not so stable results other times (Geisinger, 2013).

So, just how reliable is your test? Well, it all depends on these factors:

- **Construction of Items/ Questions**

Test designers construct questions on the psychometric test to assess mental quality (for example, motivation). The test questions difficulty level or the confusion they create through ambiguity can negatively influence reliability. Biases in interpreting the items as well as errors in question construction can only be corrected if test instructions are properly implemented, and the redesign and research process is active and ongoing.

- **Administration**

Administration of the test is another area where systemic errors can creep in. Instructions accompanying the analysis should be clear cut and well defined. Errors in the guidance provided to test takers or administrators can have multiple adverse effects on the reliability of the test. Guidelines that affect accurate interpretation could lower test reliability.

- **Scoring**

Reliability also means that the test has a particular scoring system, by which interpretation of results is possible. All tests comprise instructions on scoring. Errors such as conclusions without basis or substantial proof can lower the reliability of the test. Test construction is associated with research to provide evidence for the conclusions drawn. If there is a systematic error in the test design phase, this can impact reliability too.

- **Environmental Factors**

Excessive extremes in temperature or distractions of an audio-visual nature can influence test scores regarding reliability. Errors made in administering the psychometric test can also impact the reliability of scores obtained. Human error is possible too, and

interpretation or scoring can be influenced by the examiner's attitude towards the test taker.

- **Test-Taker**

The person being examined may suffer from social desirability concerns and give answers that are not reflective of actual choices. Other factors that influence test takers include anxiety, bias, physical factors like illness, or lack of sleep.

Overcome Psychometric Test Reliability Issues?

- **Test Length:**

Increasing test length can be a way to improve reliability. The longer the test, the more reliable it is considered.

- **Speed Test:**

Speed versus power in psychometric testing is an age-old debate. Speed tests are designed to ensure all students cannot complete the items. Power tests provide items of average difficulty and ensure that students have ample opportunity to complete the psychometric test. Test takers can be evaluated with reliability if a test has items that can be completed. Speed tests cannot be measured using internal consistency, parallel form, or test-retest method.

- **Group Homogeneity:**

This is another factor whereby the more heterogeneous the scores of the test, the more reliable its measures will be.

- **Item Difficulty:**

When there is low variability among test scores, reliability decreases. If the test is so easy that every test taker can easily complete it, how will it serve as a measure of individual differences?

Understanding Validity in Psychometric Tests

Validity is qualitatively defined as the test's efficacy to measure what it claims to measure. Suffice to say, a test with high validity ensures the test items (questions) remain closely linked with the test's intended focus.

It is understandable to expect a test used in organizations to shed light on how a candidate would perform in a particular job. With this in mind, it is essential to reiterate the difference between reliability and validity, with the former being a prerequisite to the latter.

Let's consider the same dart player. In repeated trials, he or she continues to miss the mark consistently by about two inches. Of course, this implies a reliable aim. Each shot hits the board in a region two inches from the target. It's difficult to not question his validity as a professional – considering he or she doesn't hit the bull's eye as is the aim of all professional dart players – in comparison to his or her peers.

Reliability and validity go hand in hand, but reliability by no means indicates validity. As our example showed, having the first without the second hints at high consistency, but also inaccurate consistency.

There are tests for validity

- **Importance of Norming in Psychometric Tests**
- How Mercer | Mettl Can Help?

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This is another factor whereby the more heterogeneous the scores of the test, the more reliable its measures will be.

- **Item Difficulty:**

When there is low variability among test scores, reliability decreases. If the test is so easy that every test taker can easily complete it, how will it serve as a measure of individual differences?

Understanding Validity in Psychometric Tests

Validity is qualitatively defined as the test's efficacy to measure what it claims to measure. Suffice to say, a test with high validity ensures the test items (questions) remain closely linked with the test's intended focus.

It is understandable to expect a test used in organizations to shed light on how a candidate would perform in a particular job. With this in mind, it is essential to reiterate the difference between reliability and validity, with the former being a prerequisite to the latter.

Let's consider the same dart player. In repeated trials, he or she continues to miss the mark consistently by about two inches. Of course, this implies a reliable aim. Each shot hits the board in a region two inches from the target. It's difficult to not question his validity as a professional – considering he or she doesn't hit the bull's eye as is the aim of all professional dart players – in comparison to his or her peers.

Reliability and validity go hand in hand, but reliability by no means indicates validity. As our example showed, having the first without the second hints at high consistency, but also inaccurate consistency.

There are tests for validity

Even with a test that is both reliable and valid, there exists a question about results. An assessment fails without quantifiable results, but as often stated – human beings are far from measurable.

Validity is subjectively defined as the test's capacity to measure what it claims to measure. It's imperative to say that a psychometric test with high validity guarantees the items remain firmly connected with the test's intended core interest.

Importance of Norming in Psychometric Tests

Psychometric tests are often normed against groups for comparison. It also avoids looking at individual items or questions and instead observes the total score of an individual as compared to a representative sample for the same.

A representative sample means using a group of children when developing a test for children and an adult group when developing a test for adults. Also, based on the population, samples are generally made representative based on demographic factors like age, gender, education, religion, etc.

This is primarily a standard practice because a psychometric test score of say 30 correct out of 40 is meaningless unless compared to the performance of others at a similar level on the same test. The practice of using relative scores becomes all the more important when interpreting ability test results.

When you get the 94th percentile on a trait like extraversion, you know that you are simply more extraverted than 94% of the sample group from whom the test makers derived the normal distribution. On the other hand, if you scored 94% on a math test, it implies that you marked about 94 in every 100 questions correctly.

It's important to note, however, that every test has its appropriate norm group. Data is better developed when the psychometrics is within the context of the role also. For example, if the role possessed numerical work but without the time pressure in real-world scenarios, someone with below average results on numerical reasoning tests may be given the benefit of the doubt.

Where possible, it also makes sense to take the candidate's response style in interpreting percentile scores. It has something to do with both speed and accuracy, meaning some people may prefer a slower approach through ability tests – which are a part of psychometrics – with emphasis on precision. Others may cover ground on several items with lowered accuracy.

Psychological constructs such as personality have no right or wrong answers associated with them, and can thereby not be marked using percentages. This is why academics and researchers alike resort to norming, among other methods, to make sense of scores on personality assessments.

With growing concerns over costs, conveniences, and other logistical challenges, technology-enabled assessments have become popular over time as well. Simply because they serve to streamline the process, reduce costs, increase efficiencies, allow employers to assess, and analyze more data points than previously deemed possible.

Know-how about the creation or standardization of psychometric tests aside, it's also imperative to understand how best one can determine the quality of a psychometric test.

What is Areas of testing: Intelligence, creativity, neuropsychological tests, aptitude, Personality assessment, interest inventories ?

Areas of testing: Intelligence, creativity, neuropsychological tests, aptitude, Personality assessment, interest inventories

Intelligence test Psychology

Intelligence test, series of tasks designed to measure the capacity to make abstractions, to learn, and to deal with novel situations.

The most widely used intelligence tests include the Stanford-Binet Intelligence Scale and the Wechsler scales. The Stanford-Binet is the American adaptation of the original French Binet-Simon intelligence test; it was first introduced in 1916 by Lewis Terman, a psychologist at Stanford University. The individually administered test—revised in 1937, 1960, 1973, 1986, and 2003—evaluates persons two years of age and older and is designed for use primarily with children. It consists of an age-graded series of problems whose solution involves arithmetical, memory, and vocabulary skills.

The test is scored in terms of intelligence quotient, or IQ, a concept first suggested by German psychologist William Stern and adopted by Lewis Terman in the Stanford-Binet Scale. The IQ was originally computed as the ratio of a person's mental age to his chronological (physical) age, multiplied by 100. Thus, if a child of 10 had a mental age of 12 (that is, performed on the test at the level of an average

12-year-old), then the child was assigned an IQ of (12/10) X 100, or 120. A score of 100, for which the mental age equaled the chronological age, was average; scores above 100 were above average, scores below 100 were below average. The concept of mental age has fallen into disrepute, however, and few tests now involve the computation of mental ages.

Yet many tests still yield an IQ; this figure is now computed on the basis of the statistical percentage of people who are expected to have a certain IQ. Intelligence test scores follow an approximately "normal" distribution, with most people scoring near the middle of the distribution curve and scores dropping off fairly rapidly in frequency away from the curve's centre.

For example, on the IQ scale about 2 out of 3 scores fall between 85 and 115 and about 19 out of 20 scores fall between 70 and 130. A score of about 130 or above is considered gifted, while a score below about 70 is considered mentally deficient or intellectually disabled.

Intelligence tests have provoked a great deal of controversy about what kinds of mental abilities constitute intelligence and whether the IQ adequately represents these abilities, with debate centring on cultural bias in test construction and standardization procedures. Critics have charged that intelligence tests favour groups from more affluent backgrounds and discriminate against less privileged racial, ethnic, or social groups. Consequently, psychologists have attempted to develop culture-free tests that would more accurately reflect an individual's native ability.

One such test, the Johns Hopkins Perceptual Test, developed by Leon Rosenberg in the early 1960s to measure the intelligence of preschool children, has a child try to match random forms

(ordinary geometric forms, such as circles, squares, and triangles, are avoided because some children may be more familiar with the forms than are others).

Another attempted solution to the problem was to use test material pertinent to a child's living environment; for example, for inner-city children, urban and not pastoral scenes are appropriate.

Creativity Tests

Tests designed to measure creativity in children or adults.

Creativity tests, mostly devised during the past 30 years, are aimed at assessing the qualities and abilities that constitute **creativity**. These tests evaluate mental abilities in ways that are different from—and even diametrically opposed to—conventional **intelligence** tests. Because the kinds of abilities measured by creativity tests differ from those measured by **intelligence quotient** (IQ) tests, persons with the highest scores on creativity tests do not necessarily have the highest IQs. Creative people tend to have IQs that are at least average if not above average, but beyond a score of 120 there is little correlation between performance on intelligence and creativity tests.

Most creativity tests in use today are based at least partially on the theory of creativity evolved by J.P. Guilford in the 1950s. Guilford posited that the **ability** to envision multiple solutions to a problem lay at the core of creativity.

He called this process **divergent thinking** and its opposite—the tendency to narrow all options to a single solution—**convergent thinking**. Guilford identified three components of divergent thinking:

fluency (the ability to quickly find multiple solutions to a problem); flexibility (being able to simultaneously consider a variety of alternatives); and originality (referring to ideas that differ from those of other people). Early tests designed to assess an individual's aptitude for divergent thinking included the Torrance (1962) and Meeker (1969) tests.

The most extensive work on divergent thinking was done under Guilford's direction at the University of Southern California by the Aptitudes Research Project (ARP), whose findings between the 1950s and 1970s produced a broad structure-of-intellect (SI) model which encompassed all intellectual functions, including divergent thinking. A number of the ARP divergent thinking tests, which were originally devised as research instruments for the study of creativity, have been adapted by a variety of testing companies for use by educators in placing gifted students and evaluating gifted and talented programs. The ARP tests are divided into verbal and figural categories. Those that measure verbal ability include:

- Word fluency : writing words containing a given letter
- Ideational fluency: naming things that belong to a given class (i.e., fluids that will burn)
- Associational fluency: writing synonyms for a specified word
- Expressional fluency: writing four-word sentences in which each word begins with a specified letter
- Alternate uses: listing as many uses as possible for a given object
- Plot titles: writing titles for short-story plots

- Consequences: listing consequences for a hypothetical event ("What if no one needed to sleep?")
- Possible jobs: list all jobs that might be symbolized by a given emblem.

The figural ARP tests, which measure spatial aptitude, include the following:

- Making objects: drawing specified objects using only a given set of shapes, such as a circle, square, etc.
- Sketches: elaborating on a given figure to produce sketches of recognizable items
- Match problems: removing a specified number of matchsticks from a diagram to produce a specified number of geometric shapes
- Decorations: using as many different designs as possible to outline drawings of common objects.

Divergent thinking tests are generally evaluated based on the number and variety of answers provided; the originality of the answers; and the amount of detail they contain (a characteristic referred to as elaboration). A number of creativity tests currently in use include sections that measure divergent thinking.

Rather than ways of thinking, some creativity tests evaluate attitudes, behavior, creative **perception**, or creative activity. Some creativity tests specifically address the problem of assessing creativity in minority populations, who are at a disadvantage in tests that place a strong emphasis on verbal and semantic ability. The Eby Gifted Behavior Index reflects the growing view of creativity as specific to different domains. It is divided into six talent fields:

verbal, social/leadership, visual/spatial, math/science problem-solving, mechanical/technical, and musical. The Watson-Glaser Critical Thinking Appraisal is a more analytical assessment of **giftedness** based on five components of critical thinking: inference, deduction, interpretation, awareness of assumptions, and evaluation of arguments.

Creativity tests have been found reliable in the sense that one person's scores tend to remain similar across a variety of tests. However, their validity has been questioned in terms of their ability to predict the true creative potential of those who take them. In one study, there was little correlation between the scores of both elementary and secondary students on divergent thinking tests and their actual achievements in high school in such creative fields as art, drama, and science.

Creativity tests have also been criticized for unclear instructions, lack of suitability for different populations, and excessive narrowness in terms of what they measure. In addition, it may be impossible for any test to measure certain personal **traits** that are necessary for success in creative endeavors, such as initiative, self-confidence, tolerance of ambiguity, **motivation**, and perseverance. Tests also tend to create an anxiety-producing situation that may distort the scores of some test takers.

Useful Creativity Tests To Know If You Are Creative

I find creativity tests a fascinating subject to study. Whether you use creativity in your hobby or at work, I think it is a characteristic worth nurturing. A friend of mine once asked “how do you rate or measure a creative corporate culture?”. I told him there are two way’s. The first is to set key performance indicators on the innovations or the ideas your company develop (I’m talking about qualitative ideas

within the company or for your stakeholders). The second way is to share creativity tests to the people you are working with.

Many people believe that creativity is subjective and is uniquely innate to us. What we do not know is that several researches have been conducted to document the measurement of creativity. These creativity tests have been used by several researchers, educators and psychologists to gauge a person's creative quotient (CQ) and determine which aspect of our creativity need more nurturing. I think it can be useful for an organisation to have a clear view of his creative corporate culture landscape.

1 – Guilford's test of Divergent Thinking – Alternative Uses Task

This test is used to measure how respondents are able to come up with alternative uses for a certain product (a chair, paperclip, cup etc.) based of four factors: originality, fluency, flexibility and elaboration. It aims to derive multiple answers to the question and categorize the answers into:

- Originality – the novelty of the alternative use
- Fluency – the number of uses the respondent was able to come up with
- Flexibility – the categories with which the alternative uses fall into
- Elaboration – the amount of detail the respondent provided with regards to the alternative use of the item.

2 – Remote Associates

This is one of the creativity tests that fall into convergent thinking – that is finding the "one-right" answer to the problem. This test gives the respondents three words which are in one way or the other related. The respondents' task is to find what links or associates these words together.

Example: What links: Elephant–Lapse–Vivid Answer: check at the end of this article

3 – Torrance Test of Creative Thinking – Incomplete Figures

Ellis Paul Torrance was one of the forerunners of the creativity tests we use until today. One of the most notable tests he ever came up with was the Incomplete Figures. This test is favoured by many because it is easy to administer and can be finished in a short period of time. The test begins with giving the respondents and incomplete figure which they must draw and build an object upon.

Possible solutions at the end of this document.

For those that don't trust creativity tests here is an interesting article of the Creativity Research Journal Can We Trust Creativity Tests? A Review of the Torrance Tests of Creative Thinking (TTCT)

Artistic-Assessment Tests

These creativity tests are administered in special domains or areas. It is the equivalent of Pulitzer Price for the best well-written work or the Nobel Prize for an outstanding individual in a specific field. Artistic assessment tests are often used to measure the creativity of an artwork, dance, design and similar fields.

5 – Self-Assessment Tests

Self-assessment tests allow respondents to assess their creative intelligence by answering questions. The questions usually ask how they feel about a certain situation and whether you have that certain creative trait. Several self-assessment tests have been developed over the years, two of which was created by one of Torrance's colleague, Joe Khatena. The test is called the Khatena-Torrance Creative Perception Inventory which contains two sub-categories:

1. Something About Myself (SAM)- gauging the respondents artistic abilities, self-strength and individuality.
2. What Kind of Person Are You? (WKOPAY)- measures imagination, self-confidence and inquisitiveness.

There are still so many creativity tests available today, several of them are built upon the principles created by Torrance, Guilford and other forerunners. I think the ongoing interest in measuring creativity is a wonderful development, considering that several factors in this day and age influence one's creative skills.

Neuropsychological Tests

If you're having trouble concentrating or making decisions, some simple tests might be helpful in figuring out what's wrong. They're called neuropsychological tests.

Neuropsychology looks at how the health of your brain affects your thinking skills and behavior.

These tests are usually done with a pencil and paper in a doctor's office. They may also be done on a computer. Or, a neuropsychologist may just ask you a series of questions that you answer orally.

These tests help your doctors look at your attention span and how well you concentrate on things. Other areas covered by neuropsychological testing include:

- Your ability to think, understand, learn, and remember (cognition)
- Memory
- Motor function (walking, coordination, etc.)
- Perception (how well you take in what you see or read)
- Problem-solving and decision-making
- Verbal ability

You may be given different types of test, including:

Memory test: Repeat a list of words, sentences, or numbers.

Cognition test: Explain how two items are like. For instance, if you see a picture of a dog and a cat, you might answer that they're both animals or that they are both pets.

Verbal communication test: Name some items as the person giving the test points at them. You might also be given a letter of the alphabet and told to list words that start with that letter.

Motor tests: These might include tasks such as inserting pegs into a pegboard using one hand and then the other.

You might also be given tests to see how your hearing and vision affect your thinking and memory.

Neuropsychological Test Uses

You usually take a neurological test when you have a noticeable change in your thinking or memory. They help doctors figure out whether your problems are caused by any of the following:

- Disease, such as Alzheimer's
- Brain injury
- Emotional disorders, such as depression or anxiety
- Normal brain changes related to getting older

It is especially important for doctors to find out about thinking problems in cases where the patient has a movement disorder, such as Parkinson's disease. This is a condition that affects the brain cells that control movement and coordination.

People with Parkinson's eventually can have trouble with their memory or with communication. If you have Parkinson's, you might get a neuropsychological test soon after diagnosis. Results from future tests can then be compared with that first test to see if the disease is changing your thinking skills.

Neuropsychological Test Preparation

No matter what type of neurological test you take, you won't need to study for it. There are a few things you should do before the test, however:

- Get a good night's sleep, since being tired affects how you think.
- Eat a good breakfast.
- Don't drink anything with alcohol in it the night before the test.

- Ask your doctor about whether you can take any medications, including sleep medicine, the night before.
- Tell the psychologist about any previous psychological tests you've taken.
- Relax and don't worry about the results.

You or a loved one should bring a list of all your medications. If you have trouble answering questions about your medical history or symptoms, bring someone along who can.

Neuropsychological Test Procedure

Part of the testing will include a review of your medical history. If you've had a stroke, for instance, you may have a harder time thinking or talking. It will help the neuropsychologist to better understand your challenges if they know that you've had a stroke. Your neuropsychologist will also interview you or someone close to you to learn more about your symptoms. They will then decide what tests will be given.

A technician who works with the neuropsychologist will typically give you the tests. This person is usually a "psychometrist," a person who is trained to give and score these tests. Or the person may be a student working on a doctoral degree in psychology.

How long will the test take?

The testing may take 3 to 6 hours. It depends on how at ease you are and how quickly you and the technician can go through all the questions. You'll get breaks during the session. In some cases, you might need to make more than one visit.

Neuropsychological Test Results and Follow Up

Once the tests are done, the neuropsychologist will go over the results and write a report. It will include a diagnosis and suggestions for treatment, if any is needed.

The treatment plan could include more medical tests, such as a CT or MRI scan of your brain. This is helpful in looking for tumors or other diseases.

Treatment might also include counseling if the diagnosis is depression. Medications to help manage symptoms may also be recommended.

Whatever the results are, they will become part of your permanent medical history. They will be helpful in understanding your current health picture and your future medical needs, too.

If you're ever told you should undergo neuropsychological testing, understand that the tests are meant to get a picture of your brain health at this moment. Your thinking skills may get worse, or they may improve.

When you and your doctor get more information about your brain now, you'll both be able to make smarter decisions about your mental and physical health later.

Specific Areas of Aptitude Test

Mechanical Aptitude Test:

This test is designed to measure fundamental aptitudes of tool usage, press visualization and sub arithmetic in the area of mechanical ability. Mechanical aptitude is a combination of various

factors. It is very difficult to give any clear-cut list of the various traits comprising mechanical ability.

Clerical Aptitude Test:

General intelligence, speed, appropriateness of vocabulary, accuracy in checking and measure business arithmetic is required in clerical services. Abilities in regard to official language usage, spelling, vocabulary, hand writing etc. are tested in clerical aptitude tests. Clerical aptitude like the mechanical aptitude is a combination of several traits. Super thinks that, “In routine clerical work one would expect speed and accuracy in checking numerical and verbal symbols to be a characteristic of the successful worker.

There is some justification for referring to this ability as clerical aptitude.” According to Bigham “Clerical work is based on perceptual ability, intellectual ability, command over the basic educational skills and motor ability. Bill is of the opinion that clerical duties, “include the gathering, classification and presentation of data of all sorts and the analysis and use of these data in planning, executing and determining the results of operation.”

a. Perceptual:

“The ability to observe words and numbers to see instantly and correctly what is on the paper.”

b. Intellectual:

“Ability to grasp the meaning of words and symbols.”

Clerical Aptitude can be measured through the following ways:

1. Grade in academic Subjects:

Here subjects usually considered for this purpose are English, type writing, book keeping etc.

2. Social Ability:

The social ability of a person can be measured through his participation in curricular activities.

3. Aptitude Test:

Standardized tests have also been found to be useful in indicating success in clerical jobs. It has been found that factors like general intelligence, speed and accuracy in checking and measuring business arithmetic determine the suitability of an individual for a clerical job. Abilities with regard to English and Hindi usage, spelling, vocabulary, hand writing, etc. are also important. More than 30 years ago, Muscio and Sowton made an effort to measure aptitude for typing in London.

Five types of questions were included in this type of question:

(1) Reproduction of sentences immediately after they are read

(2) Carrying out directions,

(3) Calculating products of numbers,

(4) Completion of sentences, and

(5) Spelling test.

The Minnesota Clerical Test:

This test is designed to select persons for accountancy and book-keeping. Super recommends that it can-be used with adolescents but very cautiously. Besides there is Johnson O'cannon's clerical test.

Art Aptitude Tests:

Seashore and Meier devised an Art Judgment Test. It consists of 125 pairs of pictures. Each pair consists of two pictures painted by some famous artists, one picture being of a superior quality and the other of inferior type. The person taking the test is shown these pictures and asked to select from each pain the one that is the "More pleasing, more artistic, more satisfying." After counting the score, we find the aptitude of the subject for art. Another test that may be mentioned in this category is of McAdory Art Test.

Seashore Musical Tests:

These tests are designed to measure pitch, intensity, time timber, tonal memory and rhythm – the factors which determine the suitability of a man in music. Seashore established a clinic at the University of Law in 1916 for testing musical capacity.

The assessment is made on the following bases:

I. Musical Sensitivity which takes note of:

Simple form of impression, which includes

(i) Sense of pitch,

(ii) Sense of intensity,

(iii) Sense of time,

(iv) Sense of extensity.

(4) Tests of Scientific Aptitude:

"This two-hour test for students in college and senior high school has been shown to reveal at least as much about the relative scientific aptitude of college students as science teachers discover

after a semester or more of contact with them. It provides an indication of aptitude for the various branches of engineering, chemistry, physics, biology and other work in which success depends in part upon the ability to profit by training in scientific method.

Performance is relatively independent of acquired knowledge. Whatever specific information is needed is furnished in the test. Since, it makes no attempt to ascertain whether a person actually knows enough about mathematics for example, to enable him to profit by engineering studies, such information must be sought from the school record or from standard achievement test." —Bingham

Construction involves these processes:

(a) A careful analysis of the occupation into its elements,

(b) Determination of the psychological qualities important in respect of each element,

(c) Testing of individuals for these qualities,

(d) Finding out the correlation between performance in the test and performance in the occupation.

Educational Aptitude Test:

Yele has developed a, battery of educational aptitude test to measure a person's relative aptitude in:

(i) Linguistic ability

(ii) Verbal reasoning

(iii) Quantitative reasoning

(iv) Verbal ability

(v) Mathematical aptitude

(vi) Teaching aptitude and

(vii) Spatial visualizing

(5) Teaching Aptitude Test:

Teaching aptitude test may broadly contain three types of test items:

(1) Test items relating to knowledge in the areas of aptitude test, teachers trait test, teaching efficiency inventories, teaching attitude test, and tests of intelligence and general mental ability.

(2) Test items relating to the application of principles in various areas related to teaching.

(3) Test items relating to education and allied areas of a miscellaneous nature.

Broad Areas Relating To Teaching Aptitude:

Teaching aptitude, would to a large extent, be determined by the candidate's knowledge in the following areas:

1. Educational thought-the contribution of great educators.

2. Standard work on education

3. Pupil-teacher relations.

4. Special needs of backward and gifted students.

5. Educational practices in general.

6. Teaching techniques for special subjects.

7. Evaluation and measurement.

8. Institutional planning.

9. Planning individual lesson.

10. Role of mass media in education.

Construction and Standardisation of the Aptitude Test for Secondary School Teachers:

B.M. Upadhyaya, Ph. D. Psychology, Saurashtra University, 1976.

The test included 125 items.

It was found that sex and socio-economic backgrounds were not related to aptitude for teaching, whereas academic discipline and previous experiences of teaching were found to be significantly related to aptitude for teaching.

7. Construction and Standardisation of an Aptitude Test for Primary School Teachers in Gujarat State. D.P. Patel, Ph.D. Education, South Gujarat University, 1980.

The test covered the following ten teacher traits:

1. Interest in the profession.

2. Attitude towards community.

3. Mental ability.

4. Professional information.

5. Attitude towards children.

Personality assessment Psychology

Personality assessment, the measurement of personal characteristics. Assessment is an end result of gathering information intended to advance psychological theory and research and to increase the probability that wise decisions will be made in applied settings (e.g., in selecting the most promising people from a group of job applicants).

The approach taken by the specialist in personality assessment is based on the assumption that much of the observable variability in behaviour from one person to another results from differences in the extent to which individuals possess particular underlying personal characteristics (traits). The assessment specialist seeks to define these traits, to measure them objectively, and to relate them to socially significant aspects of behaviour.

A distinctive feature of the scientific approach to personality measurement is the effort, wherever possible, to describe human characteristics in quantitative terms. How much of a trait manifests itself in an individual? How many traits are present? Quantitative personality measurement is especially useful in comparing groups of people as well as individuals.

Do groups of people from different cultural and economic backgrounds differ when considered in the light of their particular personality attributes or traits? How large are the group differences?

Overt behaviour is a reflection of interactions among a wide range of underlying factors, including the bodily state of the individual and the effects of that person's past personal experiences. Hence, a narrowly focused approach is inadequate to do justice to the complex human behaviour that occurs under the constantly changing set of challenges, pleasures, demands, and stresses of everyday life. The sophisticated measurement of human personality

inescapably depends on the use of a variety of concepts to provide trait definitions and entails the application of various methods of observation and evaluation. Personality theorists and researchers seek to define and to understand the diversity of human traits, the many ways people have of thinking and perceiving and learning and emoting.

Such nonmaterial human dimensions, types, and attributes are constructs—in this case, inferences drawn from observed behaviour. Widely studied personality constructs include anxiety, hostility, emotionality, motivation, and introversion-extroversion. Anxiety, for example, is a concept, or construct, inferred in people from what they say, their facial expressions, and their body movements.

Personality is interactional in two senses. As indicated above, personal characteristics can be thought of as products of interactions among underlying psychological factors; for example, an individual may experience tension because he or she is both shy and desirous of social success. These products, in turn, interact with the types of situations people confront in their daily lives. A person who is anxious about being evaluated might show debilitated performance in evaluative situations (for example, taking tests), but function well in other situations in which an evaluative emphasis is not present. Personality makeup can be either an asset or a liability depending on the situation. For example, some people approach evaluative situations with fear and foreboding, while others seem to be motivated in a desirable direction by competitive pressures associated with performance.

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Measuring Constructs

Efforts to measure personality constructs stem from a variety of sources. Frequently they grow out of theories of personality; anxiety and repression (the forgetting of unpleasant experiences), for example, are among the central concepts of the theory of psychoanalysis. It is understandable that efforts would be made to quantify one's degree of anxiety, for example, and to use the score thus obtained in the assessment of and in the prediction of future behaviour. Among the major issues in the study of personality measurement is the question of which of the many personality constructs that have been quantified are basic or fundamental and which can be expected to involve wasted effort in their measurement because they represent poorly defined combinations of more elemental constructs; which measurement techniques are most effective and convenient for the purpose of assessment; and whether it is better to interview people in measuring personality, or to ask them to say, for example, what an inkblot or a cloud in the sky reminds them of.

Assessment Methods

Personality tests provide measures of such characteristics as feelings and emotional states, preoccupations, motivations, attitudes, and approaches to interpersonal relations. There is a diversity of approaches to personality assessment, and controversy surrounds many aspects of the widely used methods and techniques. These include such assessments as the interview, rating scales, self-reports, personality inventories, projective techniques, and behavioral observation.

interest inventories

Personality inventories

Among the most common of self-report tests are personality inventories. Their origins lie in the early history of personality measurement, when most tests were constructed on the basis of so-called face validity; that is, they simply appeared to be valid. Items were included simply because, in the fallible judgment of the person who constructed or devised the test, they were indicative of certain personality attributes. In other words, face validity need not be defined by careful, quantitative study; rather, it typically reflects one's more-or-less imprecise, possibly erroneous, impressions. Personal judgment, even that of an expert, is no guarantee that a particular collection of test items will prove to be reliable and meaningful in actual practice.

A widely used early self-report inventory, the so-called Woodworth Personal Data Sheet, was developed during World War I to detect soldiers who were emotionally unfit for combat. Among its ostensibly face-valid items were these: Does the sight of blood make you sick or dizzy? Are you happy most of the time? Do you sometimes wish you had never been born? Recruits who answered these kinds of questions in a way that could be taken to mean that they suffered psychiatric disturbance were detained for further questioning and evaluation. Clearly, however, symptoms revealed by such answers are exhibited by many people who are relatively free of emotional disorder.

Rather than testing general knowledge or specific skills, personality inventories ask people questions about themselves. These questions may take a variety of forms. When taking such a test, the subject might have to decide whether each of a series of statements

is accurate as a self-description or respond to a series of true-false questions about personal beliefs.

Several inventories require that each of a series of statements be placed on a rating scale in terms of the frequency or adequacy with which the statements are judged by the individual to reflect his tendencies and attitudes. Regardless of the way in which the subject responds, most inventories yield several scores, each intended to identify a distinctive aspect of personality.

One of these, the Minnesota Multiphasic Personality Inventory (MMPI), is probably the personality inventory in widest use in the English-speaking world. Also available in other languages, it consists in one version of 550 items (e.g., “I like tall women”) to which subjects are to respond “true,” “false,” or “cannot say.” Work on this inventory began in the 1930s, when its construction was motivated by the need for a practical, economical means of describing and predicting the behaviour of psychiatric patients. In its development efforts were made to achieve convenience in administration and scoring and to overcome many of the known defects of earlier personality inventories.

Varied types of items were included and emphasis was placed on making these printed statements (presented either on small cards or in a booklet) intelligible even to persons with limited reading ability.

Most earlier inventories lacked subtlety; many people were able to fake or bias their answers since the items presented were easily seen to reflect gross disturbances; indeed, in many of these inventories maladaptive tendencies would be reflected in either all true or all false answers.

Perhaps the most significant methodological advance to be found in the MMPI was the attempt on the part of its developers to measure tendencies to respond, rather than actual behaviour, and to rely but little on assumptions of face validity.

The true-false item “I hear strange voices all the time” has face validity for most people in that to answer “true” to it seems to provide a strong indication of abnormal hallucinatory experiences. But some psychiatric patients who “hear strange voices” can still appreciate the socially undesirable implications of a “true” answer and may therefore try to conceal their abnormality by answering “false.”

A major difficulty in placing great reliance on face validity in test construction is that the subject may be as aware of the significance of certain responses as is the test constructor and thus may be able to mislead the tester.

Nevertheless, the person who hears strange voices and yet answers the item “false” clearly is responding to something—the answer still is a reflection of personality, even though it may not be the aspect of personality to which the item seems to refer; thus, careful study of responses beyond their mere face validity often proves to be profitable.

Much study has been given to the ways in which response sets and test-taking attitudes influence behaviour on the MMPI and other personality measures.

The response set called acquiescence, for example, refers to one’s tendency to respond with “true” or “yes” answers to questionnaire items regardless of what the item content is. It is conceivable that two people might be quite similar in all respects except for their

tendency toward acquiescence. This difference in response set can lead to misleadingly different scores on personality tests.

One person might be a “yea-sayer” (someone who tends to answer true to test items); another might be a “nay-sayer”; a third individual might not have a pronounced acquiescence tendency in either direction.

Acquiescence is not the only response set; there are other test-taking attitudes that are capable of influencing personality profiles. One of these, already suggested by the example of the person who hears strange voices, is social desirability. A person who has convulsions might say “false” to the item “I have convulsions” because he believes that others will think less of him if they know he has convulsions.

The intrusive potentially deceiving effects of the subjects’ response sets and test-taking attitudes on scores derived from personality measures can sometimes be circumvented by varying the content and wording of test items. Nevertheless, users of questionnaires have not yet completely solved problems of bias such as those arising from response sets. Indeed, many of these problems first received widespread attention in research on the MMPI, and research on this and similar inventories has significantly advanced understanding of the whole discipline of personality testing.

Attributes of the MMPI

The MMPI as originally published consists of nine clinical scales (or sets of items), each scale having been found in practice to discriminate a particular clinical group, such as people suffering from schizophrenia, depression, or paranoia (see mental disorder). Each of these scales (or others produced later) was developed by

determining patterns of response to the inventory that were observed to be distinctive of groups of individuals who had been psychiatrically classified by other means (e.g., by long-term observation).

The responses of apparently normal subjects were compared with those of hospital patients with a particular psychiatric diagnosis—for example, with symptoms of schizophrenia. Items to which the greatest percentage of "normals" gave answers that differed from those more typically given by patients came to constitute each clinical scale.

In addition to the nine clinical scales and many specially developed scales, there are four so-called control scales on the inventory. One of these is simply the number of items placed by the subject in the "cannot say" category.

The L (or lie) scale was devised to measure the tendency of the test taker to attribute socially desirable attributes to himself. In response to "I get angry sometimes" he should tend to mark false; extreme L scorers in the other direction appear to be too good, too virtuous. Another so-called F scale was included to provide a reflection of the subjects' carelessness and confusion in taking the inventory (e.g., "Everything tastes the same" tends to be answered true by careless or confused people).

More subtle than either the L or F scales is what is called the K scale. Its construction was based on the observation that some persons tend to exaggerate their symptoms because of excessive openness and frankness and may obtain high scores on the clinical scales; others may exhibit unusually low scores because of defensiveness. On the K-scale item "I think nearly anyone would tell

a lie to keep out of trouble," the defensive person is apt to answer false, giving the same response to "I certainly feel useless at times."

The K scale was designed to reduce these biasing factors; by weighting clinical-scale scores with K scores, the distorting effect of test-taking defensiveness may be reduced.

In general, it has been found that the greater the number and magnitude of one's unusually high scores on the MMPI, the more likely it is that one is in need of psychiatric attention.

Most professionals who use the device refuse to make assumptions about the factualness of the subject's answers and about his personal interpretations of the meanings of the items. Their approach does not depend heavily on theoretical predilections and hypotheses. For this reason the inventory has proved particularly popular with those who have strong doubts about the eventual validity that many theoretical formulations will show in connection with personality measurement after they have been tested through painstaking research.

The MMPI also appeals to those who demand firm experimental evidence that any personality assessment method can make valid discriminations among individuals.

Comparison of the MMPI and CPI

The MMPI has been considered in some detail here because of its wide usage and because it illustrates a number of important problems confronting those who attempt to assess personality characteristics. Many other omnibus personality inventories are also used in applied settings and in research. The California Psychological Inventory (CPI), for example, is keyed for several

personality variables that include sociability, self-control, flexibility, and tolerance. Unlike the MMPI, it was developed specifically for use with “normal” groups of people.

Whereas the judgments of experts (usually psychiatric workers) were used in categorizing subjects given the MMPI during the early item-writing phase of its development, nominations by peers (such as respondents or friends) of the subjects were relied upon in work with the CPI. Its technical development has been evaluated by test authorities to be of high order, in part because its developers profited from lessons learned in the construction and use of the MMPI. It also provides measures of response sets and has been subjected to considerable research study.

Other self-report techniques

Beyond personality inventories, there are other self-report approaches to personality measurement available for research and applied purposes. Mention was made earlier of the use of rating scales. The rating-scale technique permits quantification of an individual’s reactions to himself, to others, and, in fact, to any object or concept in terms of a standard set of semantic (word) polarities such as “hot-cold” or “good-bad.” It is a general method for assessing the meanings of these semantic concepts to individuals.

Another method of self-report called the Q-sort is devised for problems similar to those for which rating scales are used. In a Q-sort a person is given a set of sentences, phrases, or words (usually presented individually on cards) and is asked to use them to describe himself (as he thinks he is or as he would like to be) or someone else. This description is carried out by having the subject sort the items on the cards in terms of their degree of relevance so that they can be distributed along what amounts to a rating scale.

Examples of descriptive items that might be included in a Q-sort are “worries a lot,” “works hard,” and “is cheerful.”

Typical paper-and-pencil instruments such as personality inventories involve verbal stimuli (words) intended to call forth designated types of responses from the individual. There are clearly stated ground rules under which he makes his responses. Paper-and-pencil devices are relatively easy and economical to administer and can be scored accurately and reliably by relatively inexperienced clerical workers.

They are generally regarded by professional personality evaluators as especially valuable assessment tools in screening large numbers of people, as in military or industrial personnel selection. Assessment specialists do not assume that self-reports are accurate indicators of personality traits. They are accepted, rather, as samples of behaviour for which validity in predicting one’s everyday activities or traits must be established empirically (i.e., by direct observation or experiment). Paper-and-pencil techniques have moved from their early stage of assumed (face) validity to more advanced notions in which improvements in conceptualization and methodology are clearly recognized as basic to the determination of empirical validity.

What is Attitude scales – Semantic differential, Staples, Likert scale Computer-based psychological testing ?

Attitude scales – Semantic differential, Staples, Likert scale Computer-based psychological testing

Direct Attitude Measures

Perhaps the most straightforward way of finding out about someone's attitudes would be to ask them. However, attitudes are related to self-image and social acceptance.

In order to preserve a positive self-image, people's responses may be affected by social desirability. They may not well tell about their true attitudes, but answer in a way that they feel socially acceptable.

Given this problem, various methods of measuring attitudes have been developed. However, all of them have limitations. In particular the different measures focus on different components of attitudes – cognitive, affective and behavioral – and as we know, these components do not necessarily coincide.

Attitude measurement can be divided into two basic categories

Semantic Differential

The semantic differential technique of Osgood et al. (1957) asks a person to rate an issue or topic on a standard set of bipolar

adjectives (i.e. with opposite meanings), each representing a seven point scale.

To prepare a semantic differential scale, you must first think of a number of words with opposite meanings that are applicable to describing the subject of the test.

For example, participants are given a word, for example 'car', and presented with a variety of adjectives to describe it. Respondents tick to indicate how they feel about what is being measured.

In the picture (above), you can find Osgood's map of people's ratings for the word 'polite'. The image shows ten of the scales used by Osgood. The image maps the average responses of two groups of 20 people to the word 'polite'.

The semantic differential technique reveals information on three basic dimensions of attitudes: evaluation, potency (i.e. strength) and activity.

• **Evaluation** is concerned with whether a person thinks positively or negatively about the attitude topic (e.g. dirty – clean, and ugly - beautiful).

• **Potency** is concerned with how powerful the topic is for the person (e.g. cruel – kind, and strong - weak).

• **Activity** is concerned with whether the topic is seen as active or passive (e.g. active – passive).

Using this information we can see if a persons feeling (evaluation) towards an object is consistent with their behavior. For example, a place might like the taste of chocolate (evaluative) but not eat it often (activity).

The evaluation dimension has been most used by social psychologists as a measure of a person's attitude, because this dimension reflects the affective aspect of an attitude.

Evaluation of Direct Methods

An attitude scale is designed to provide a valid, or accurate, measure of an individual's social attitude. However, as anyone who has every "faked" an attitude scales knows there are shortcomings in these self report scales of attitudes.

There are various problems that affect the validity of attitude scales. However, the most common problem is that of social desirability.

Socially desirability refers to the tendency for people to give "socially desirable" to the questionnaire items. People are often motivated to give replies that make them appear "well adjusted", unprejudiced, open minded and democratic. Self report scales that measure attitudes towards race, religion, sex etc. are heavily affected by socially desirability bias.

Respondents who harbor a negative attitude towards a particular group may not wish be admit to the experimenter (or to themselves) that they have these feelings. Consequently, responses on attitude scales are not always 100% valid.

High-dimensional Context Spaces

Osgood et al.'s semantic differential can also be seen as a predecessor of contemporary corpus-derived measures of semantics and semantic similarity. For example, Burgess and Lund's (1997) hyperspace analogue to language model (HAL) learns a high-dimensional context from large-scale linguistic corpora

that encompass many millions of words of speech or text. The model tracks lexical co-occurrences throughout the corpus and from these derives a high-dimensional representational space. The meaning of a word is conceived of as a vector. Each element of this vector corresponds to another word in the model, with the value of an element representing the number of times that the two words co-occurred within the discourse samples that constitute the corpus. For example, the vector for dog will contain an element reflecting the number of times that the word ‘bone’ was found within a given range of words in the corpus. These vectors can be viewed as the coordinates of points (individual words) in a high-dimensional semantic space. Semantic similarity is then a matter of distance between points in this space.

Several other such usage-based models have been proposed to date; similar in spirit to HAL, for example, is Landauer and Dumais's (1997) latent semantic analysis (see also Semantic Processing: Statistical Approaches). The basic approach might be seen to be taking to its logical consequence Wittgensteir's famous adage of ‘meaning as use.’

Its prime advantage over related approaches such as spatial models of similarity and the semantic differential lies in the ability to derive semantics and thus measures of semantic similarity for arbitrarily large numbers of words without the need for any especially collected behavioral data. The ability of these models to capture a wide variety of phenomena, such as results in semantic priming and effects of semantic context on syntactic processing, has been impressive.

Stapel scale

Stapel scale is defined as a rating scale that is close-ended with a single adjective (unipolar), developed to gather respondent insights about a particular subject or event. The survey question is comprised of an even number of response options without a neutral point.

For example, these options can range from any scales like +2 to -2 or +5 to -5 or even +10 to -10 and they are purely dependent on the nature of the study and the required outcome, all without a neutral point. The stapel scale can be indicated as standalone questions or even as a matrix question type where each line item is one unique adjective.

This scale was named after its developer, Jan Stapel. Since this is a non-comparative and categorical scale, it makes it very similar to a semantic differential scale with the sole difference being the presence of only adjective in between a positive and negative category rather than having two opposing adjectives. Respondents must indicate the relevance of each characteristic to an object in the question.

An example of the use of staple scale question in a survey is understanding the competency level of a respondent's supervisor on the basis of some basic skills. This question helps the surveyor understand if the top management of the company is fit to be in the role or not or if they could get to a certain level with training.

Characteristics of Stapel Scale

The scale can be depicted either as vertical or a horizontal scale with one single adjective in the middle of the range of values and the respondent has to choose a numerical value that best defines the validity of the adjective.

- **Agreement and Disagreement:** A positive score accurately describes the object and a negative score is the exact opposite; the statement is incorrect. Higher up the rating scale indicates a higher acceptance with the single adjective and a lower negative score indicates the disagreement with the adjective. This directly equates to the + rating being a strong agreement and the – rating being strong disagreement.
- **Data Analysis:** The data collected in a stapel scale survey is treated as an interval and it can be analyzed in the same way as the data collected by using a semantic differential survey type. The results in both question types are similar.
- **No Need of Bipolarity:** Due to the nature of the question, one adjective and the subsequent rating is adequate to collect feedback about a certain adjective. This question type is used when there is difficulty in finding out bipolar adjectives or there is difficulty in pre-testing of adjectives to ensure their true bipolarity.

Stapel Scale Survey used

A stapel scale survey is used to conduct an in-depth data analysis about each metric in a question and that is done by having to select from that a numerical value is assigned to each metric or adjective. Stapel scale questions allow flexibility to tweak a survey in a way that suits the research objective. The survey respondent can be asked questions in a way that they offer maximum value about each metric.

Stapel scale surveys are generally used in customer-satisfaction surveys due to the nature of the questions asked and the numerical data collected. The researcher or the organization conducting

survey uses stapel scale questions to rate each parameter of their product or service individually. This provides a complete snapshot of aspects and is important in understanding if their business is doing well and what is not.

Use Stapel Scale Questions in your survey research

- **Easy to administer:** Stapel scale questions are very easy to administer due to the nature of how they are set-up. They are used effectively due to the rating nature of the responses which makes it easier for a survey respondent to answer the question correctly.
- **Reduce survey drop off rate:** The options provided in a question are administered separately with each adjective forming one option and one question can have multiple options. This makes it easier for a survey respondent to answer each option on the basis of each objective rather than be forced to select between two or more objectives. This reduces the drop-off rate in a survey.
- **Collect actionable insights:** Each objective is provided a numerical value and each adjective forces a respondent to respondent rather than leaving it blank. This helps collect a higher level of actionable insights.

The **Difference between Stapel Scale and Semantic Differential Questions in a Survey:**

Although the data collected in both, stapel scale surveys and semantic differential scales are similar, there are some other stark differences between them. Some of the major differences are:

Stapel Scale Questions	Semantic Differential Questions
In a stapel scale survey, the options are **unipolar.** The rating given to each question is on the basis of one objective.	In a semantic differential question, the options are **bipolar.** The rating provided in a question is on the basis of two polar opposite objectives.
There is **no neutral point** in a stapel scale question which means each option can describe the objective.	The semantic differential **allows for a neutral p** **t** which means that a survey respondent can lea a question unanswered if the the bipolar objectives do not appropriately define the experience.
There is no capped number of responses as long as the number of **responses are even**.	There are generally **seven responses** from highly unlikely to highly likely.
Each stapel scale survey question has **forced responses** due to the lack	Semantic differential survey questions provide the

of a neutral zero option.	flexibility for **unforced responses** due to the presence of a neutral option.
The options are represented **numerically.**	The options are represented **textually.**

Advantages of using a Stapel Scale

The stapel scale survey has many advantages. Some of them are:

- **Easy to understand and respond to:** A stapel scale question is easy to understand and respond to as there is a + and – rating system for each adjective in the stapel scale survey. This makes it very easy for each survey respondent to understand and to reply to.
- **Numerical labels:** Numerical labels reduce all possible ambiguity in the mind of a respondent about their feeling towards an objective or metric. This ensures that the option selected by the survey respondent numerically represents their emotions towards that object.
- **Forces a response as there is no neutral or zero:** A stapel scale survey helps collect the ideal or most ideal response to a question as it eliminates the possibility of a neutral answer leaving each objective to be aptly selected.
- **Measures both the direction and the intensity of attitudes simultaneously:** Since the stapel scale question looks to

measure each objective separately, there is a deeper rooted clarity on the direction and intensity of each objective separately. The “how positive” or “how negative” throws light on the degree of each objective in the mind of the respondent.

Likert Scale Definition, Examples and Analysis

Various kinds of rating scales have been developed to measure attitudes directly (i.e. the person knows their attitude is being studied). The most widely used is the Likert scale (1932).

In its final form, the Likert scale is a five (or seven) point scale which is used to allow the individual to express how much they agree or disagree with a particular statement.

For example:

I believe that ecological questions are the most important issues facing human beings today.

A Likert scale assumes that the strength/intensity of an attitude is linear, i.e. on a continuum from strongly agree to strongly disagree, and makes the assumption that attitudes can be measured.

For example, each of the five (or seven) responses would have a numerical value which would be used to measure the attitude under investigation.

Likert Scale Examples for Surveys

In addition to measuring statements of agreement, Likert scales can measure other variations such as frequency, quality, importance, and likelihood, etc.

How can you analyze data from a Likert scale?

The response categories in Likert scales have a rank order, but the intervals between values cannot be presumed equal.

Therefore, the mean (and standard deviation) are inappropriate for ordinal data (Jamieson, 2004)

Statistics you can use are:

• Summarize using a median or a mode (not a mean as it is ordinal scale data); the mode is probably the most suitable for easy interpretation.

• Display the distribution of observations in a bar chart (it can't be a histogram, because the data is not continuous).

Critical Evaluation

Strengths

Likert Scales have the advantage that they do not expect a simple yes / no answer from the respondent, but rather allow for degrees of opinion, and even no opinion at all.

Therefore quantitative data is obtained, which means that the data can be analyzed with relative ease.

Offering anonymity on self-administered questionnaires should further reduce social pressure, and thus may likewise reduce social desirability bias.

Paulhus (1984) found that more desirable personality characteristics were reported when people were asked to write their names, addresses and telephone numbers on their questionnaire than when they told not to put identifying information on the questionnaire.

Limitations

However, like all surveys, the validity of the Likert scale attitude measurement can be compromised due to social desirability.

This means that individuals may lie to put themselves in a positive light.

Computer-based test interpretation in psychological assessment

Computers are playing an ever increasing role in the administration and scoring of psychological tests, and in the generation of interpretative reports of test results. As a result of concerns that this enhanced role of the computer has not always been applied with the same ethical, professional, and technical standards that govern the traditional means of testing and test interpretation, the American Psychological Association has put forth the Guidelines for Computer-Based Tests and Interpretations. Of the 31 CBTI Guidelines, nine describe user responsibilities in two areas, administration and interpretation. These user guidelines emphasize standardization of administrative procedures and the need for professional judgment in conjunction with the use of computer-generated interpretative reports.

The guidelines for developers are more numerous and complex as a result of the multitude of steps required in the design of systems

that either administer/score or interpret test results. In the case of systems to administer/score tests, there are human factor and psychometric issues. With respect to interpretation, the areas of concern are classification and validity. The final section contains one guideline specifying reasonable access to computer-based test systems by qualified professionals for purposes of scholarly review. The CBTI Guidelines are designed to address the problems that already exist with computer testing and interpretation while at the same time keeping in mind the promise of this new technology.

As the educational applications of computing have continued to evolve, more complex and interactive computer learning environments have emerged. Generally, these environments focus on providing students with experiences testing hypothesis, organizing and interpreting data, and performing other problem-solving activities within a particular content area. In this article, the complexity of educating teachers so that they can effectively

utilize this software and integrate it into the curriculum is discussed. It is suggested that teachers are accustomed to delivering and evaluating curriculum in the framework of behavioral psychology and that the more cognitive orientation of computer learning environments will be difficult for teachers to implement. The article suggests that experiences for teachers must include

(a) the opportunity to experience learning and problem-solving with tool software and simulations and

(b) examination of these approaches with respect to views of the learner, goals, roles of the teacher, and evaluation of outcomes. A sample experience for teachers using the Logo language is described.

Applications of psychological testing in various settings: Clinical

Psychological tests enable mental health professionals to make diagnoses more reliably, validly, and quickly than they can from personal observation alone. Tests can uncover problems that a mental health professional may not detect until much later. This allows the clinician to focus on the appropriate treatment more quickly, thereby saving time and money for the patient or client. Once a course of treatment has begun, tests can help the clinician monitor the effectiveness of the treatment as it proceeds.

Tests are not designed to label people. In fact, responsible test manuals discourage any such linkage between results and labels. These manuals help users interpret the test results in a way that respects each individuals uniqueness. They also recommend that the test user base diagnoses or clinical decisions on several sources of information rather than on just a single test result.

However, some public groups such as insurance companies, legislatures, school boards, and human service agencies do attach labels to people. This happens when programs and treatments are standardized by categories. Thus, an individual seeking treatment or a child with learning problems often has to be diagnosed and labeled to fit into one of the categories in order to receive funding for the special help they need.

Do clinical psychologists use different tests from those used in businesses or in schools?

Sometimes. But most psychological tests, especially those measuring motor skills and mental aptitudes, can be useful in more than one field. A test for cognitive ability, for example, may be used

in a school or at an employment office as well as by a mental health clinician. Also, some tests require high levels of training and expertise of test users for proper administration and interpretation.

Can a test prove that somebody is mentally disturbed?

Tests alone cannot diagnose a person. They are tools used only by qualified and competent professionals, just as a physician may combine information from X-rays, blood tests, and personal examination of the patient in reaching a physical diagnosis.

What good are tests when somebody has already been diagnosed with a psychiatric disorder?

Psychological tests are often used to monitor a persons response to medications, which are used increasingly in treating a number of disorders, including depression, schizophrenia, and attention deficit disorder in children. The tests can help to track progress during a course of treatment to determine if a person is receiving the correct dosage, or is responding correctly to the medication. In a similar manner, tests can help monitor a persons response to other therapeutic treatments such as psychotherapy. Tests can also serve to confirm or reject potential diagnoses.

Since we now have modern medical procedures, such as magnetic resonance imaging (MRI), why do we need neuropsychological tests?

It's true that medical imaging techniques are now widely used to help physicians diagnose neurological illnesses. However, neuropsychological tests are useful for screening patients for signs of neurological disorder. They are also helpful, and far less expensive than computerized tomography (CT) scans and MRIs, for monitoring patients over long periods of recovery or rehabilitation.

Through neuropsychological testing, a physician can measure the progress of stroke victims, for example, and determine whether a particular treatment is working properly.

Psychological assessment contributes important information to the understanding of individual characteristics and capabilities, through the collection, integration, and interpretation of information about an individual (Groth-Marnat, 2009; Weiner, 2003). Such information is obtained through a variety of methods and measures, with relevant sources determined by the specific purposes of the evaluation. Sources of information may include

- Records (e.g., medical, educational, occupational, legal) obtained from the referral source;
- Records obtained from other organizations and agencies that have been identified as potentially relevant;
- Interviews conducted with the person being examined;
- Behavioral observations;
- Interviews with corroborative sources such as family members, friends, teachers, and others; and
- Formal psychological or neuropsychological testing.

Agreements across multiple measures and sources, as well as discrepant information, enable the creation of a more comprehensive understanding of the individual being assessed, ultimately leading to more accurate and appropriate clinical conclusions (e.g., diagnosis, recommendations for treatment planning).

The clinical interview remains the foundation of many psychological and neuropsychological assessments. Interviewing may be structured, semi structured, or open in nature, but the goal of the interview remains consistent—to identify the nature of the client's presenting issues, to obtain direct historical information from the examinee regarding such concerns, and to explore historical variables that may be related to the complaints being presented. In addition, the interview element of the assessment process allows for behavioral observations that may be useful in describing the client, as well as discerning the convergence with known diagnoses. Based on the information and observations gained in the interview, assessment instruments may be selected, corroborative informants identified, and other historical records recognized that may aid the clinician in reaching a diagnosis. Conceptually, clinical interviewing explores the presenting complaint(s) (i.e., referral question), informs the understanding of the case history, aids in the development of hypotheses to be examined in the assessment process, and assists in determination of methods to address the hypotheses through formal testing.

industrial and organizational psychology

Industrial and organizational psychology, also known as I/O psychology, is the study of the workplace.

According to the American Psychological Association, I/O psychology pulls from ideas about decision theory, small group theory, and criterion theory. It applies them to real-world workplace situations.

This field focuses on analyzing employee engagement, company culture, retention, productivity, morale, and team building.

Industrial and organizational psychologists can work with individual employees, groups, management teams, and consultants on improving the above processes.

For Dr. Jeremy Nicholson, a TCSPP professor of behavioral economics, I/O psychology is “a standardized skillset” that includes personnel selection, workplace training, business development, human resources, and consulting.

Are you interested in pursuing an industrial and organizational psychology degree? Whether you’re looking for an online program or an on-campus degree program near you, The Chicago School offers a certificate and a variety of M.A. programs in this field.

business psychology?

While I/O psychology focuses on more individual and personal workplace issues such as engagement and morale, business psychology applies psychological practices to big-picture areas.

These areas include corporate strategy, stakeholder relationships, market performance, and broader business operations. Professionals who are knowledgeable of this intersection between psychology and business use assessment and intervention skills to analyze high-level issues and provide recommendations to a business leadership team.

This career field includes consultants, program directors, and organizational development specialists. Oftentimes, business psychologists work with senior leadership teams, business owners, and board members.

The Chicago School offers various I/O and business psychology degrees and certificates including:

- Certificate in I/O psychology (online)
- B.A. in psychology with a business psychology minor (online)
- M.A. in I/O psychology (online and various campuses)
- Ph.D. in business psychology (online and various campuses)
- M.A. and Ph.D. in Organizational Leadership (online and various campuses)

Two intertwined fields

Of course, I/O psychology and business psychology are clearly linked. Both work to improve the overall function, performance, and efficiency of businesses.

The merging of these two disciplines creates the possibility for professionals to establish themselves as authorities with multiple psychological foundations that are rooted in business-minded practices. Professionals I/O and business psychology are not only able to navigate business fields but also understand and describe the psychological nuance that drives individual behavior—and this, makes them more versatile.

According to Dr. Jay Finkelman, a TCSPP professor of I/O business psychology and the department chair of the Southern California campuses, “they all fit under the same umbrella.”

This overlap is clear even in The Chicago School’s degree tracks. For example, you can pursue a business psychology degree with an industrial and organizational focus.

Finally, many I/O psychologists cover corporate strategy, and business psychologists analyze issues such as employee retention and productivity. All aspects of a business are intertwined, so it’s

inevitable that two psychology fields that specialize in helping businesses succeed are intertwined.

Education, Counseling, Military. Career guidance

Career Counseling This section summarizes the development of career counseling, the most widely used career counseling interventions, the typical settings in which career counseling occurs, important differences among clients who seek career counseling services, the focal issues examined in career counseling, and the career counseling process. The articles appearing in this section describe these topics in greater detail (see the sidebar for links).

Development of Career Counseling

The theoretical underpinnings of career counseling were first recorded around 360 B.C. when Plato observed in The Republic that different jobs require different types of workers for optimal performance. Today we regard this as obvious; the jobs of elementary school teacher, truck driver, opera singer, and accountant each require a different set of skills and interests.

Frank Parsons formalized this theory of the relation between people and jobs in the late 19th century. He wrote that effective career placement requires knowledge of the special talents of the worker, the requirements of various occupations, and the relations between these sets of knowledge. Over time Parsons's ideas have been codified into the person-environment fit model and trait and factor counseling. The overlapping disciplines of counseling psychology, vocational psychology, and career counseling emerged from this beginning.

Three crises, World Wars I and II and the Great Depression, helped shape career counseling. Prior to World War I, French scholars Alfred Binet and Theodore Simon developed a test to measure cognitive ability. Their work paved the way for modern intelligence tests. Entry into World War I suddenly confronted the United States with the need to place hundreds of thousands of workers into suitable jobs. Using the Binet-Simon approach as a starting point, the U.S. Army developed a series of tests (e.g., the Army Alpha and Army Beta) to measure cognitive aptitudes. Scores of these tests were used to place military recruits into suitable jobs. This work developed and validated a model of vocational placement that has been a key component of career counseling for over 90 years.

The Great Depression focused attention on the nation's workforce and provided another stimulus to the development of career counseling. Under the leadership of Donald G. Paterson at the University of Minnesota, the Minnesota Employment Stabilization Research Institute (MESRI) undertook a decade of research on the optimal relation of workers to jobs. MESRI research demonstrated that workers perform better and are less likely to quit or be terminated when placed in occupations that match their interests and aptitudes. The MESRI also developed an extensive library of aptitude tests for use in job placement. MESRI research demonstrated unequivocally that skilled career counseling using a trait-and-factor approach produces beneficial results.

The entry of the United States into World War II again created a need to assign millions of workers to jobs in an efficient manner. The career counseling procedures and instruments developed and validated by the MESRI were applied in the most massive application of career counseling in history.

Following the war, the GI Bill enabled veterans to enter colleges and universities in unprecedented numbers. This created a strong need for career counseling services in those institutions. An even larger number of veterans sought civilian jobs. This created a demand for career counseling services for civilians and stimulated the development of the United States Employment Service.

Clinical psychology was a well-established specialty for treating the mentally ill by the end of World War II. Insightful leaders such as University of Minnesota psychologist John G. Darley recognized that normal individuals sometimes need assistance in dealing with problems confronting them in daily life. Clinical psychologists were ill prepared to provide this assistance, but that is the type of assistance career counseling personnel had been providing. The contemporary specialty of counseling psychology is an outgrowth of the MESRI research, military experience in vocational placement, and Darley's recognition of healthy individuals' needs for developmentally oriented services.

As the United States became more affluent during the 1950s and 1960s, two social movements furthered the development of career counseling. Early 20th-century generations experienced the strife and deprivation of two world wars and the Great Depression, but the baby boom generation experienced a time of relative affluence and tranquility. The earlier generations' survival concerns were replaced by the baby boomers' desire for an occupation that would enhance their quality of life and contribute to a better world. Established workers also began to consider a midlife career change to a more meaningful occupation. Workers who in earlier times would have unquestioningly followed in their parents' footsteps or taken a job

that satisfied their basic survival needs now turned to career counseling for assistance in achieving these goals.

Group Counseling

Group counseling differs from individual counseling in one important respect; group members learn from each other in addition to learning from their interactions with the counselor. This can be particularly valuable to individuals who are early in their career exploration and lack career-related experience and information.

Group career counseling takes a variety of forms. Career development groups include most of the components found in individual career counseling, and they have similar objectives. Group participants typically take tests and participate in a group discussion of their test results. In addition, they may be assigned to complete a computer-based activity, prepare a resume, complete a homework assignment, or interview a potential employer or a person employed in a career of interest. Clients complete these activities outside the group and discuss their experiences during a group meeting.

Structured group interventions are more narrowly focused on a specific issue. The goals of structured groups are limited only by the needs of clients and the imagination of psychologists. For example, structured groups are commonly offered to teach assertiveness skills, resume preparation, time management, study skills, and interviewing skills. Sensitivity groups focus on interpersonal topics such as sexism, racism, and other workplace behaviors.

Organizations

Among the earliest organizations to provide career counseling services were the corporations that emerged with the industrial

revolution. Until recent years the primary focus of these organizations was employee selection and individual career advancement (often referred to as career management).

Corporations began to offer a wider range of services in the late 1980s, and many now offer a program of career counseling services.

Government agencies such as the military, rehabilitation agencies, and correctional facilities also provide career counseling services. Career counseling on military bases tends to emphasize the transition from a military specialty to a civilian occupation. Rehabilitation counseling helps people identify suitable training and employment options so that they can become self-supporting. The focus in correctional and mental health facilities is on helping clients develop work attitudes, behaviors, and marketable skills that will permit them to secure and maintain employment following their discharge.

Many organizations employ staff members (often in their human resources department) to provide career services. Specialists employed as independent contractors may supplement the routine services by providing specialized services such as psychological assessment and work evaluations. Other organizations contract with independent professionals or corporations (e.g., an employee assistance firm) for career counseling services.

Private Practice

Until recently there was little opportunity for career counselors to work exclusively in private practices. Free career counseling is available to most individuals through schools, colleges and universities, services organizations (e.g., B'nai Brith and Big

Brothers and Big Sisters of America) and government agencies (e.g., the United States Employment Service, the Rehabilitation Services Administration, and the military). However, expansion of the range of career services offered by corporations in the late 1980s increased the opportunities for psychologists in private practice to specialize in career counseling. Organizations often find that contracting with private practitioners is cost-effective because career services can be purchased on an as-needed basis.

Career Guidance and Counseling Programs

What is a Career Guidance and Counseling Program?

It is a comprehensive, developmental program designed to assist individuals in making and implementing informed educational and occupational choices. A career guidance and counseling program develops an individual's competencies in self-knowledge, educational and occupational exploration, and career planning.

Why is Career Guidance and Counseling Key to the Delivery of Vocational-Technical Education?

Career guidance and counseling programs help individuals acquire the knowledge, skills, and experience necessary to identify options, explore alternatives and succeed in society. These programs better prepare individuals for the changing workplace of the 21st century by:

- teaching labor market changes and complexity of the workplace
- broadening knowledge, skills, and abilities
- improving decision making skills

- increasing self-esteem and motivation
- building interpersonal effectiveness
- maximizing career opportunities
- improving employment marketability and opportunities
- promoting effective job placement
- strengthening employer relations

Benefits from Career Guidance and Counseling Programs?

Everyone benefits--youth and adults, male and female, disabled, disadvantaged, minorities, limited English proficient, incarcerated, dropouts, single parents, displaced homemakers, teachers, administrators, parents and employers.

Where are Career Guidance and Counseling Programs offered?

Everywhere--elementary, junior and senior high schools, community colleges, technical institutes, universities, career resource centers, correctional facilities, community-based organizations, human services agencies, community and business organizations, skill clinics, employment and placement services.

Where is Career Guidance and Counseling Working?

During 1997-1998, four career guidance programs were selected as exemplary in the following sites:

- Dorchester District Two Career Development Initiatives, Summerville, SC
- La Crosse Central High School Guidance/Career Center, La Crosse, WI

- Lewis and Clark Community College: Career and Employment Services, Godfrey, IL
- Rich South High School: Horizon Program, Richton Park, IL

Additionally, States implementing the National Career Development Guidelines have many success stories.

What are the Key Components of Successful Career Guidance and Counseling Programs?

- A planned sequence of activities and experiences to achieve specific competencies such as self-appraisal, decision making, goal setting, and career planning
- Accountability (outcome oriented) and program improvement (based on results of process/outcome evaluations)
- Qualified leadership
- Effective management needed to support comprehensive career guidance programs
- A team approach where certified counselors are central to the program
- Adequate facilities, materials, resources
- Strong professional development activities so counselors can regularly update their professional knowledge and skills
- Different approaches to deliver the program such as outreach, assessment, counseling, curriculum, program and job placement, follow-up, consultation, referral

Conclusion

Career counseling theory and practice is an effective psychological specialty that has benefited from over 90 years of innovation and experimentation. Meta-analyses of decades of research reveal that career interventions produce measurable benefits. Individual career counseling, structured career counseling groups, career workshops, and career education are all effective interventions that are useful for helping clients explore options and make career decisions. Nevertheless, efforts continue to identify even more effective career counseling interventions that can be used to assist an increasingly diverse clientele.

UNIT-3 Psychological testing MCQs

DIWAKAR EUCATION HUB

1. **The validity of a test refers to:**
   - **A. ? how norms for the test were developed**
   - **B. ? whether a test is precise as a tool of measurement**
   - **C. ? whether the test measures what it purports to measure**
   - **D. ? whether a test is consistent in its measurement**

Ans:- C

2. **Interviews are a primary method of information gathering in:**
   - **A. ? clinical and counseling assessment**
   - **B. ? all are correct**
   - **C. ? forensic assessment**
   - **D. ? personnel assessment**

Ans:-B

3. **Who are the authors of your textbook?**
   - **A. ? Eric Cartman and Stan Marsh**
   - **B. ? Cohen and Swerdlik**
   - **C. ? Davis and Palladino**
   - **D. ? Beavis and Butt-head**

Ans:- B

4. **Which of the following describes a "good" test? A good test _____.**
   - **A. ? is valid**
   - **B. ? is reliable**
   - **C. ? has norms**
   - **D. ? all are correct**

Ans:- D

5. **The most significant growth of psychological testing occurred in the:**
   - **A. ? 1950s and 1960s**
   - **B. ? 1920s and 1930s**
   - **C. ? 1910s and 1920s**
   - **D. ? 1930s and 1940s**

Ans:- A

6. **What was the importance of Binet's test of intelligence?**
   - **A. ? served as a catalyst for the early growth of psychological measurement**
   - **B. ? none are correct**
   - **C. ? served as a catalyst for subjective psychological tests (e.g., Rorschach Inkblot test)**
   - **D. ? served as a catalyst for personality test development**

Ans:- A

Ans:- B

7. **In personnel assessment, psychological tests are used primarily for the benefit of the:**
   - **A. ? examiner**
   - **B. ? consumer**
   - **C. ? employee**
   - **D. ? employer**

Ans:- D

8. **Which of the following is true of tests used in clinical settings? They are:**
   - **A. ? used to choose the best person for the job**
   - **B. ? used to measure consumer attitudes**
   - **C. ? used as a measure of corporate culture**
   - **D. ? used with one individual at a time**

Ans:- D

9. **By federal law, which of the following types of tests may not be used in schools?**
   - **A. ? minimal competency exams**
   - **B. ? all may be used in schools**
   - **C. ? IQ tests**
   - **D. ? Achievement tests**

Ans:- B

10. **Where should you be able to find detailed information on the development of a particular test, its normative sample, and specific details regarding the studies presented in support of its psychometric soundness?**
    - **A. ? in the Standards for Educational and Psychological Tests**
    - **B. ? in published reviews of the test**
    - **C. ? in test catalogues distributed by the test publisher**
    - **D. ? in the test manual**

Ans:- D

11. **Psychological tests may differ with respect to:**
    - **A. ? content**
    - **B. ? administration**
    - **C. ? all are correct**
    - **D. ? format**

Ans:- C

12. **According to the APA, about how many tests are developed each year?**
    - **A. ? 15,000**

B. ? 50,000
C. ? 20,000
D. ? 1,000

Ans:- C

13.In business and industry, engineering psychologists tend to be most involved with:
A. ? the selection of the most qualified employees for positions
B. ? the prediction of public receptivity to new products
C. ? creating and testing instrumentation for trains
D. ? the design of products that can be used with optimal safety and efficiency

Ans:- D

14.A psychological test that is ecologically valid:
A. ? relies primarily on interviews with ecologists
B. ? uses a wide variety of tests in a wide variety of environments
C. ? none are correct
D. ? includes observing the subject in his or her natural environment

Ans:- D

15.The Adjustable Light Beam Apparatus is used to:
A. ? measure body-image distortion
B. ? assess reactivity in light
C. ? measure emotional reaction to acne
D. ? adjust illumination levels in light research

Ans:- A

16.In everyday practice, responsibility for appropriate test administration, scoring, and interpretation lies with:
A. ? elected officials
B. ? test users
C. ? test-takers
D. ? test publishers

Ans:- B

17.Testing is to assessment as _____ is to _____.
A. ? mechanic; automobile
B. ? blood test; physical exam
C. ? selection; placement
D. ? blood test; x-ray

Ans:- B

18.A basic assumption of scaling is that:

A. ? traits and abilities can be quantified and measured

B. ? traits and abilities can be attributed to a variety of causes

C. ? a test's reliability and validity can be measured

D. ? all are correct

Ans:- A

19.According to the authors of your textbook, which of the following is the most controversial of the 12 assumptions of psychological assessment?

A. ? tests and measurement benefit society

B. ? testing and assessment can be conducted in a fair and unbiased manner

C. ? present day behavior sampling predicts future behavior

D. ? various sources of error are part of the assessment process

Ans:- B

20.Which of the following needs served as a major movement for the growth of psychological testing in the U.S.?

A. ? all are correct

B. :-) the identification of competent recruits for the military during WW I

C. ? the expansion of agriculture and business to international markets

D. ? the identification of children who were performing poorly in school

Ans:- B

21.During which decade did public concern regarding psychological testing reach its height, resulting in formal investigations of the psychological testing enterprise?

A. X 1970s

B. X 1990s

C. :-) 1960s

D. ? 1980s

Ans:- C

22.The Standards for Psychological and Educational Tests are most useful for all of the following EXCEPT:

A. ? test publishers

B. ? test-takers

C. ? test users

D. ? test developers

Ans:- B

23.The Thirteenth Mental Measurements Yearbook contains:

A. ? sample personality tests
B. ? sample intelligence tests
C. ? annual reviews of test development
D. ? reviews of psychological tests

Ans:- D

24.Biofeedback equipment has been used in psychological measurement to assess:

A. ? all are correct
B. ? changes in blood level in the brain
C. ? changes in muscular tension
D. ? changes in saliva flow

Ans:- C

25.The field of ergonomics is concerned with the study of:

A. ? the relationship between people and work
B. ? the abuse of ergs in industry and organizations
C. ? aberrant behavior in a recessionary economy
D. ? the receptivity of people to new products and services

Ans:- A

Q.-26. The factors that influence social behavior and thoughts in certain ways are called–
(a) Independent variables
(b) Confounding variables
(c) Dependent variables
(d) Mediating variables
Ans : d

Q.-27. Feeling touchy or hypersensitive following an upsetting experience is a form of–
(a) Imprinting
(b) Habituation
(c) Sensitization
(d) Reflexive Behaviour
Ans : c

Q.-28. Because it has the external features associated with the concept of dog, a wolf is perceived as a dog. This is an example of–
(a) Centration
(b) Equilibration
(c) Object Permanence
(d) Prototype

Ans : d

Q.-29. Which of the following is the final destination for much of the brain's information about emotion before action is taken?
(a) Amygdala
(b) Anterior cingulated cortex
(c) Pre-frontal cortex
(d) Hypothalamus
Ans : c

Q.-30. Research shows that the following does not contribute to teacher effectiveness–
(a) Communication skills
(b) Use of ICT
(c) Years of experience
(d) Use of student feedback
Ans : c

Q.-31. Phonemic restoration as we perceive speech in a noisy party is an example of–
(a) Top-down processing
(b) Bottom-up processing
(c) Subliminal Perception
(d) Supraliminal perception
Ans : a

Q.-32. Cattell Propounded gf-gc theory of intelligence mainly based on–
(a) First order factors of abilities
(b) Second order factors of abilities
(c) Third order factors of abilities
(d) Higher order factors of abilities
Ans : b

Q.-33. Which one of the following statements is true?
(a) The 'Global Five' factors in personality refer to the second-order factors of 16 PF, latest edition.
(b) The 'Global Five' factors refer to the factors assessed by the NEO-Five Factor Inventory, latest edition.
(c) The 'Global Five' factors refer to the factors assessed by Goldberg's bipolar adjectives.
(d) The 'Global Five' factors are derived from Eysenck Personality Profiler, latest edition.
Ans : a

Q.-34. Which of the following statement best defines maturation?
(a) It is directly based on Social-Cognitive learning.
(b) It is an automatic biological development of the body that naturally unfolds overtime.

(c) It does not take place in human beings.
(d) It is the basis of all physical and psychological developments.
Ans : b

Q.-35. Brief stress enhances the activity of immune system as evidenced by the action of–
(a) macrophages
(b) T cells
(c) B cells
(d) All these
Ans : d

Q.-36. Torrance Tests of Creative Thinking (TTCT) are mainly indexing–
(a) Creative Products
(b) Creative Processes
(c) Creative Personality
(d) Creative Persuasion
Ans : b

Q.-37. Which one the scaling method is more likely to yield multidimensional attitude scale?
(a) Guttman Scalogram analysis
(b) Paired comparison method
(c) Equal appearing intervals method
(d) Method of summated rating
Ans : d

Q.-38. When is aspiration a method of choice to make a lesion?
(a) in a deeper brain area
(b) in an area of cerebral cortex
(c) and irreversible lesion
(d) in underlying white matter
Ans : b

Q.-39. A psychologist was administering a projective test which involved a word association task. She tended to nod and smile every time a plural word was given by the respondent. The following testing bias was seen–
(a) favouritism
(b) test wiseness
(c) selective reinforcement
(d) gender of assessor
Ans : c

Q.-40. Four important elements in the theory of signal detection are–
(a) errors, hits, speed and accuracy
(b) speed, accuracy, power and false alarm
(c) hit, miss, correct rejection and false alarm
(d) acuity, efficacy, speed and power
Ans : c

Q.-41. Jia had written a list to do her week and work, but incidently left it home while going out for her first activity. Trying to remember the list, Jia remembers what was at the beginning of the list and what was at the end but not those things in the middle. This is an example of–
(a) Encoding specificity effects
(b) Flash bulb memory
(c) Serial position effect
(d) Tip-of-the tongue effect
Ans : c

Q.-42. The underlying motivation for acts of aggression is–
(a) intent to harm
(b) anger
(c) retaliation
(d) need to exert control
Ans : d

Q.-43. Which of the following is a characteristic of Chomsky's theory?
(a) Development of language is between three and five years of age
(b) Language development is dependent on the reinforcements received by the child
(c) Children acquire mistakes in language by observing their parents and others around them
(d) Children have an innate mental grammar
Ans : d

Q.-44. Failure to develop consistent identity results in–
(a) Inferiority
(b) Role confusion
(c) Stagnation
(d) Social isolation
Ans : b

Q.-45. Helpers respond to the needs of a victim because they want to accomplish something rewarding; this may be referred as–
(a) Negative state – relief model
(b) Empathic – joy hypothesis
(c) Empathy – altruism hypothesis
(d) Pluralistic empathy
Ans : b

Q.-46. Which is the correct order of the emergence of following Psycho-Social strengths?
(a) Love, Fidelity, Wisdom, Care
(b) Care, Fidelity, Love, Wisdom
(c) Fidelity, Love, Care, Wisdom
(d) Care, Fidelity, Wisdom, Love
Ans : c
Multiple Choice Questions for Psychology

Q.-47. From the following list of tools used by the career guidance counselor, choose the odd one out–
(a) DAT
(b) GATB
(c) DBDA
(d) SVIB
Ans : d

Q.-48. Detecting movement in spite of camouflage is easier for people who are–
(a) field dependent
(b) field independent
(c) both field dependent and field independent
(d) neither field dependent nor field independent
Ans : b

Q.-49. Read the following statement and decides–
"If a rat that had previously learned to traverse a maze or a runway to obtain food is placed directly into a non-empty goal box, it will stop traversing the maze or runway on subsequent trials". What is exemplifies?
(a) Latent Learning
(b) Place learning
(c) Response Extinction
(d) Latent Extinction
Ans : d

Q.-50. Self is conceptualized in Western and Eastern perspectives on personality, respectively as–
(a) free and deterministic
(b) instinctive and learned
(c) ideal and real
(d) independent and interdependent
Ans : d

Q.-51. The centre-surround organization of ganglion cells that enhance contrast at edges in a visual environment are well illustrated by–
(a) Craik bands
(b) Mach bands
(c) Luminance bands
(d) Optic bands
Ans : a

Q.-52. The growth needs of ERG theory are represented by various needs in Maslow's model–
(a) Physiological and social needs
(b) Safety needs and esteem needs
(c) Social needs and esteem needs
(d) Esteem needs and self-actualization needs
Ans : d

Q.-53. When a Background Interference Procedure was used experimentally, the following findings became apparent?
(a) Field independent persons did better than field dependent persons
(b) Field dependent persons did better than field independent persons
(c) Both field dependent and field independent persons did equally well
(d) BIP enhanced the performance of all subjects
Ans : a

Q.-54. People with moderate mental retardation would have an IQ in the range of–
(a) 10 to 19
(b) 35 to 54
(c) 55 to 70
(d) 20 to 34
Ans : b

Q.-55. The following is not typically found in a school in a school guidance counsellor's office–
(a) Sand pit
(b) Lie detector
(c) Psychometric tests
(d) Puppets and play dough
Ans : b

56. Emotional intelligence is different from other intelligences in that …

a. **it is a set of skills**
b. **it can be measured using tests easily**
c. **the focus is on emotional reasoning, ability and knowledge**
d. **it is a new type of intelligence**

Answer:
c. the focus is on emotional reasoning, ability and knowledge

57. Emotional intelligence can be studied through …

a. **the abilities-focussed approach**
b. **the integrative model approach**
c. **the mixed model approach**
d. **all of the above**

Answer:
d. all of the above

58. Which of the following describes how Ability Emotional Intelligence and Trait Emotional Intelligence are different?

a. The way they are measured
b. The way they are conceptualized
c. The way they correlate with other constructs
d. All of the above

Answer:
d. all of the above

59. Incremental validity refers to …
a. the additional contribution a new psychological idea makes to existing knowledge
b. the additional evidence provided by new research
c. the way research findings are reinterpreted
d. the way statements are written in new tests

Answer:
a. the additional contribution a new psychological idea makes to existing knowledge

60. When predicting intellectual academic performance in medical students, EI showed …
a. it is essentially social skills
b. large incremental validity
c. no incremental validity
d. a deterioration in its display

Answer:
c. no incremental validity

61. Which of the following is the best predictor of academic performance?
a. Trait EI
b. IQ
c. Personality
d. None of these

Answer:
b. IQ

62. Mixed Emotional Intelligence models have …
a. significant overlap with conscientiousness, extraversion, and self-efficacy
b. no significant overlap with conscientiousness, extraversion, and self-efficacy
c. non-significant overlap with conscientiousness, extraversion, and self-efficacy
d. little overlap with conscientiousness, extraversion, and self-efficacy

Answer:
a. significant overlap with conscientiousness, extraversion, and self-efficacy

63. The higher the Trait EI …

a. the higher the likelihood of personality disorder
b. the lower the likelihood of personality disorder
c. the higher the likelihood of self-harm
d. the higher the likelihood of harm to others

Answer:
b. the lower the likelihood of personality disorder

64. EI is linked to romantic relationship satisfaction because EI may be linked to …

a. having better understanding of the partner's emotions
b. giving the person higher self-esteem
c. agreeing with the partner all the time
d. getting what one wants out of the relationship

Answer:
a. having better understanding of the partner's emotions

65. Lower EI is likely linked to more aggressive behaviour because …

a. taking action is more important than expressing emotions
b. people with lower EI often think of themselves as victims
c. that is the only way the person know how to express their displeasure
d. other's emotions and behaviours are misinterpreted as hostile and an aggressive response is therefore exhibited

Answer:
d. other's emotions and behaviours are misinterpreted as hostile and an aggressive response is therefore exhibited

66. Demonstrating incremental validity of which of the following is tricky?

a. Intelligence
b. Ability EI
c. Trait EI
d. All of the above

Answer:
c. Trait EI

67. Which of the following makes measuring EI challenging?

a. Whether the scenarios presented should be authentic or hypothetical

b. Whether conscious, effortful processing or spontaneous processing of emotional materials should be measured
c. How happy the person is feeling
d. a and b only

Answer:
d. a and b only

68. Ability EI tests are more objective than Trait EI tests because …

a. they are easier to demonstrate one's own strength
b. participants tended rate their own Trait EI as higher than they actually are
c. they are made up of multiple-choice questions
d. they cost money

Answer:
b. participants tended rate their own Trait EI as higher than they actually are

69. Dunning-Kruger effect in EI states that …

a. a person with low EI is unaware of his or her own low EI
b. a person with high EI is aware that others have low EI
c. a person is the best person to estimate his or her own EI
d. a person's EI is best evaluated by others

Answer:
a. a person with low EI is unaware of his or her own low EI

70. Having high EI may not always be adaptive. Why?

a. Others will likely ignore them
b. They will have high opinion of themselves
c. These people are more sensitive to mood manipulation
d. All of above

Answer:
c. These people are more sensitive to mood manipulation

71. Psychology may best be described as the scientific study of _____ and _____.

A Mental states, physical states
B Thoughts, emotions
C Behavior, mental processes
D Mental health, mental illness
Answer: Option [C]

72. Freud believed that adult problems usually:
A Result in Freudian slip
B Result in bad dreams
C Can be traced back to critical stage during childhood
D Are the result of poor behavior
Answer: Option [C]

73. Gestalt theory emphasizes:
A A flow of consciousness
B The atoms of thought
C Environmental stimuli
D Our tendency to see pattern
Answer: Option [D]

74. Whereas the _____ asked what happens when an organism does something; the _____ asked how and why.
A functionalist, behaviorist
B structuralist, introspectionist
C structuralist, functionalist
D functionalist, structuralist
Answer: Option [D]

75. The _____ lobe is to hearing as the occipital lobe is to vision.
A cerebeller
B Parietal
C Temporal
D Frontal
Answer: Option [C]

76. Reflexes are usually controlled by the:
A Hypothalamus
B Spinal cord
C Frontal lobe
D Medulla
Answer: Option [B]

77 A part of the brain that sends signals "alert" to higher centers of the brain in response to incoming messages is:
A amygdala
B Hippocampus
C Limbic system
D Reticular formation
Answer: Option [D]

78 Perception of the brightness of a color in affected mainly by:
A The saturation of light waves
B The wavelength of light waves
C The purity of light waves
D The amplitude of light waves
Answer: Option [A]

79 Which of the following is not a clue for depth perception?
A Orientation
B Interposition

C Reduced clarity
D Linear perspective
Answer: Option [A]

80. According to Mischel's 'situationist' critique of personality, which of the following statements is true?

a. **Behaviours that express a trait in different settings only correlate weakly**
b. **Different measures of the same trait only correlate weakly**
c. **Behaviour is highly specific to particular situations**
d. **All of the above**

Answer:
d. All of the above

81. Psychophysics is the study of:
A Depth perception
B Perceptual illness
C Movement perception
D The psychological perception oh physical stimuli
Answer: Option [D]

82. Perceptual constancies are
A Likely inborn and not subject to leaning
B An aid in perceiving a stable and consistent world
C Confusing to an individual rather than helping him determine what really exists
D Illusion in which we perceive something that does not correspond to the sensory information
Answer: Option [B]

83. Which of the following is a subdivision of the autonomic nervous system?
A Brain and spinal cord
B Only sympathetic nervous system
C Only the parasympathetic nervous system
D Both the sympathetic and Para-sympathetic nervous system
Answer: Option [D]

84. Which of the following approaches to personality is least deterministic?
A The humanistic approach
B The behavioral approach
C The psychoanalytic approach
D The social learning approach
Answer: Option [A]

85. In Freud's theory of personality

A The id operates by secondary process
B The superego obeys the pleasure principle
C The ego obeys the reality principle
D The ego operates by primary process thinking
Answer: Option [C]

86. The frustration-aggression hypothesis;
A Was developed by social learning theorist
B Assumes that frustration produces aggression
C Assume that aggression is basic instinct
D Claims that frustration and aggression are both instinctive
Answer: Option [B]

87. The James-Lange or body reaction theory of emotion says
A You feel emotion then a bodily reaction
B Emotions and visceral reactions are simultaneous
C The somatic nervous system is the seat of emotion
D You react with your body first then you feel emotion
Answer: Option [D]

88. Analysis of avoidance learning suggest that many phobias are acquired through _____ conditioning.
A Classical
B Operant
C Intermittent
D Reinforcement
Answer: Option [A]

89. The ability to learn by observing a model or receiving instructions, without reinforcement, is called_____
A Contingency
B Social learning
C Cognitive learning
D Instrumental learning
Answer: Option [B]

90. Illnesses that seem to result from an interaction of physical and psychological factors are called:
A Somatic
B Hysterical
C Psychosomatic
D Conversion disorder
Answer: Option [C]

91. Which of the following clinical procedures are based, in part on classical conditioning?
A Transference
B Token economy
C Two chair technique
D Systematic desensitization
Answer: Option [D]

92. When people are _____ they have lost touch with reality.
A Manic
B Neurotic
C Psychotic
D Psychopathic
Answer: Option [C]

93. Intelligence can be defined as:
A Knowledge of a great many facts
B The ability to get good grades in school
C All the factors that make one person different from another
D The ability to think abstractly and learn from experience
Answer: Option [D]

94. According to Piaget the process of building mental representation of the world through direct interaction with it is:
A Adaptation
B Conservation
C Metacognition
D Egocentrism
Answer: Option [A]

95. People who consistently come up with _____ explanations of events are more prone to depression.
A dysthemic
B Delusional
C Pessimistic
D Overly optimistic
Answer: Option [C]

96. The leading cause of mental retardation is believed to be:
A Inherited traits
B Environmental factors
C Organic brain syndrome
D Fetal alcohol syndrome
Answer: Option [B]

97. An affective disorder in which a person swings from one mood extreme to another is classified as:
A Bipolar
B Unipolar
C Manic
D Depressive
Answer: Option [A]

98. Albert Ellis and Aron Beck are names associated with the ____ therapy approach.
A Gestalt
B Cognitive
C Behavioral
D Phenomenological
Answer: Option [B]

99. The process by which a trained professional uses psychological methods to help people with psychological problem is known as:
A Psychiatry
B Psychoanalysis
C Psychosurgery
D Psychotherapy
Answer: Option [D]

100. Basic characteristics of tasks that result in social loafing is that they are:
A Additive
B Negative
C Subtractive
D Multiplicative
Answer: Option [A]

101 Backward Conditioning occurs when :
A CS and US are presented simultaneously
B CS is presented first and US is presented before the termination of CS
C CS is presented first and US is presented after the termination of CS
D US is presented first and CS is presented after the termination of US
Answer: Option [D]

102 The James-Lange theory and the cognitive theory of emotion disagree on whether :
A specific brain centers are involved in specific emotions.
B bodily feedback determines which emotion is felt.
C individuals can judge their emotions accurately.
D there is no any biological involvement in human emotions.
Answer: Option [B]

103 Biologically based emotional and behavioural tendencies that are evident in early childhood represent :
A Trait
B Type
C Temperament
D Style

Answer: Option [C]

104 In Jungian theory, the idea that energy is automatically redistributed in the psyche in order to achieve equilibrium or balance depicts :
A Principle of Equivalence
B Principle of Synchronicity
C Principle of Entrophy
D Principle of Opposites
Answer: Option [C]

105 After the recent terrorist attacks in France, a psychologist proposed a study wherein he would interview two hundred French citizens to find whether their attitude towards fate as a consequence of the attack. This study can best be labelled as :
A attitude change experiment
B field experiment
C ex post facto study
D psychometric study
Answer: Option [C]

106 Which of the following is correct while comparing classical and operant conditioning ?
A Operant conditioning takes place before reinforcement while classical conditioning takes place after reinforcement.
B Operant conditioning takes place as a result of some voluntary action while classical conditioning takes place without choice.
C In operant conditioning, response is elicited while in classical conditioning it is emitted.
D In operant conditioning magnitude of the response is the index of conditioning while in classical conditioning it is the rate of response.
Answer: Option [B]

107 Words learned under water are recalled :
A Better on land than under water
B Better above land (sky) than on land
C Better above land (sky) than under water
D Better under water than on land
Answer: Option [D]

108 Which of the following sequence is correct ?
A Oral phase ® Anal phase ® Latency ® Phallic ® Genital
B Anal ® Oral ® Phallic ® Latency ® Genital
C Oral ® Anal ® Phallic ® Latency ® Genital

D Oral ® Phallic ® Anal ® Genital ® Latency
Answer: Option [C]

109 Which memory is the result of instrumental/motor learning processes ?
A Semantic memory
B Episodic memory
C Sensory memory
D Procedural memory
Answer: Option [D]

110 In which lobe of the cerebral cortex, the primary olfactory cortex lies ?
A Frontal lobe
B Temporal lobe
C Occipital lobe
D Parietal lobe
Answer: Option [B]

111 "Factor Analysis is used as a means of confirming a structured model than as a means of discovering a structural model". This is true of which theory of intelligence ?
A Spearman
B Thurstone
C Jensen
D Guilford
Answer: Option [D]

112 What is the role of positive and negative reinforcement ?
A To increase the likelihood that responses preceding both will be repeated.
B To decrease the likelihood that responses preceding negative reinforcement will be repeated.
C To increase the likelihood that responses preceding only positive reinforcement will be repeated.
D To ensure that there are no negative consequences following the behaviour.
Answer: Option [A]

113 While forming a concept one chooses to take one hypothesis and selects many of its features to quickly form the concept at once :
A Successive scanning
B Conservative focusing
C Focus gambling
D Simultaneous scanning
Answer: Option [C]

114 What is the correct sequence an auditory stimulus takes to reach the primary auditory cortex ?

A Cochlear nuclei - Superior olive - Inferior colliculus - Medial geniculate nucleus
B Cochlear nuclei - Inferior colliculus - Superior olive - Medial geniculate nucleus
C Superior olive - Cochlear nuclei - Inferior colliculus - Medial geniculate nucleus
D Medial geniculate nucleus - Inferior colliculus - Superior olive - Cochlear nucleus
Answer: Option [A]

115 In the above context, which one of the following correlation should be computed to obtain item-remainder correlations ?
A Point biserial correlation
B Phi-coefficient
C Rank difference correlation
D Tetrachoric correlation
Answer: Option [A]

116 Which one of the following statement would be true in the above context ?
A Kuder - Richardson reliability coefficient would also be .90, but the split-half reliability coefficient may differ from .90.
B Split-half reliability coefficient would also be .90, but the Kuder - Richardson reliability coefficient may differ from .90.
C Both Kuder - Richardson reliability coefficient and split-half reliability coefficient would be .90.
D The correlation between odd and even parts of the test would be .90.
Answer: Option [A]

117 To obtain inter-item correlations, which one of the following correlation coefficient should be used in the above analysis ?
A Biserial correlation
B Point biserial correlation
C Phi-coefficient
D Rank difference correlation
Answer: Option [C]

118 What is the expected Cronbach alpha for the short versions, referred to in the paragraph ?
A 0.45
B 0.67
C 0.82
D 0.90
Answer: Option [C]

119 Which one of the following conclusion can be drawn from the data provided above ? The new Abstract Thinking Test has :
A Satisfactory convergent validity
B Satisfactory divergent validity
C Satisfactory concurrent validity
D Unsatisfactory concurrent validity
Answer: Option [D]

120 The factors that influence social behaviour and thoughts in certain ways are called :
A Independent variables
B Confounding variables
C Dependent variables
D Mediating variables
Answer: Option [D]

121 Phonemic restoration as we perceive speech in a noisy party is an example of :
A Top down processing
B Bottom up processing
C Subliminal perception
D Supraliminal perception
Answer: Option [A]

122 Feeling touchy or hypersensitive following an upsetting experience is a form of :
A Imprinting
B Habituation
C Sensitization
D Reflexive Behaviour
Answer: Option [C]

123 Because it has the external features associated with the concept of dog, a wolf is perceived as a dog. This is an example of :
A Centration
B Equilibration
C Object permanence
D Prototype
Answer: Option [D]

124 Which of the following is the final destination for much of the brain's information about emotion before action is taken ?
A Amygdala
B Anterior cingulate cortex
C Pre-frontal cortex
D Hypothalamus
Answer: Option [C]

125 Cattell propounded gf-gc theory of intelligence mainly based on :
A First order factors of abilities
B Second order factors of abilities
C Third order factors of abilities
D Higher order factors of abilities
Answer: Option [B]

126 Which one of the following statements is true ?
A The 'Global Five' factors in personality refer to the second-order factors of 16 PF, latest edition.
B The 'Global Five' factors refer to the factors assessed by the NEO-Five Factor Inventory, latest edition.
C The 'Global Five' factors refer to the factors assessed by Goldberg's bipolar adjectives.
D The 'Global Five' factors are derived from Eysenck Personality Profiler, latest edition.
Answer: Option [A]

127 Which of the following statements best defines maturation ?
A It is directly based on social-cognitive learning
B It is an automatic biological development of the body that naturally unfolds over time
C It does not take place in human beings
D It is the basis of all physical and psychological developments
Answer: Option [B]

128 Four important elements in the theory of signal detection are :
A errors, hits, speed and accuracy
B speed, accuracy, power and false alarm
C hit, miss, correct rejection and false alarm
D acuity, efficacy, speed and power
Answer: Option [C]

129 Jia had written a list to do her week end work, but incidently left it home while going out for her first activity. Trying to remember the list, Jia remembers what was at the beginning of the list and what was at the end but not those things in the middle. This is an example of :
A Encoding specificity effect
B Flash bulb memory
C Serial position effect
D Tip-of-the tongue effect
Answer: Option [C]

130 Torrance Tests of Creative Thinking (TTCT) are mainly indexing :
A Creative Products
B Creative Processes
C Creative Personality
D Creative Persuation
Answer: Option [B]

131 Which one of the scaling method is more likely to yield multidimensional attitude scale ?
A Guttman scalogram analysis
B Paired comparison method
C Equal appearing intervals method
D Method of summated rating
Answer: Option [D]

132 When is aspiration a method of choice to make a lesion ?
A in a deeper brain area
B in an area of cerebral cortex
C an irreversible lesion
D in underlying white matter
Answer: Option [B]

133 A psychologist was administering a projective test which involved a word association task. She tended to nod and smile every time a plural word was given by the respondent. The following testing bias was seen :
A favoritism
B test wiseness
C selective reinforcement
D gender of assessor
Answer: Option [C]

134 Which of the following is a characteristic of Chomsky's theory ?
A Development of language is between three and five years of age
B Language development is dependent on the reinforcements received by the child
C Children acquire mistakes in language by observing their parents and others around them
D Children have an innate mental grammar
Answer: Option [D]

135 The centre - surround organization of ganglion cells that enhance contrast at edges in a visual environment is well illustrated by :
A Craik bands
B Mach bands
C Luminance bands
D Optic bands
Answer: Option [A]

136. The growth needs of ERG theory are represented by various needs in Maslow's model :
A Physiological and social needs
B Safety needs and esteem needs
C Social needs and esteem needs
D Esteem needs and self-actualization needs
Answer: Option [D]

137 In Bloom's taxonomy of educational objectives, the following appear in ascending order :
A Remember ® Understand ® Apply ® Analyze
B Apply ® Analyze ® Understand ® Remember
C Understand ® Apply ® Remember ® Analyze
D Analyze ® Remember ® Apply ® Understand
Answer: Option [A]

138 Helpers respond to the needs of a victim because they want to accomplish something rewarding; this may be referred as :
A Negative state - relief model
B Empathic - joy hypothesis
C Empathy - altruism hypothesis.
D Pluralistic empathy
Answer: Option [B]

139 Which is the correct order of the emergence of following Psycho-Social strengths ?
A Love, Fidelity, Wisdom, Care
B Care, Fidelity, Love, Wisdom
C Fidelity, Love, Care, Wisdom
D Care, Fidelity, Wisdom, Love
Answer: Option [C]

140 Detecting movement in spite of camouflage is easier for people who are :
A field dependent
B field independent
C both field dependent and field independent
D neither field dependent nor field independent
Answer: Option [B]

141 Self is conceptualized in Western and Eastern perspectives on personality, respectively, as :
A free and deterministic
B instinctive and learned
C ideal and real
D independent and interdependent
Answer: Option [D]

142 When a Background Interference Procedure was used experimentally, the following findings became apparent ?
A Field independent persons did better than field dependent persons
B Field dependent persons did better than field independent persons
C Both field dependent and field independent persons did equally well

D BIP enhanced the performance of all subjects
Answer: Option [A]

143 People with moderate mental retardation would have an IQ in the range of :
A 10 to 19
B 35 to 54
C 55 to 70
D 20 to 34
Answer: Option [B]

144 The following is not typically found in a school guidance counsellor's office :
A Sand pit
B Lie detector
C Psychometric tests
D Puppets and play dough
Answer: Option [B]

145 According to Piaget the children are able to grasp the concept of object permanence and conservation in :
A Sensory motor stage
B Pre-operational stage
C Concrete operational stage
D Formal operations stage
Answer: Option []

146 Which one of the following design is used in the above research ?
A Multigroup design with single I.V.
B 232 factorial design
C 232 mixed factorial design
D Repeated measures design
Answer: Option [B]

147 Which one of the following statement is true in the context of above study ?
A The assumption of homogeneity of variance was satisfied.
B The assumption of homogeneity of variance was not satisfied.
C The correction for heterogeneity of variance was required.
D The data are insufficient to evaluate the assumption of homogeneity of variance.
Answer: Option [A]

148 On the basis of the information provided about the main effect of A, it can be concluded that :
A Interpolated learning had no effect on the recall of A.
B Interpolated learning caused retroactive interference.
C Interpolated learning caused retroactive facilitation.

D Either retroactive interference or retroactive facilitation has occurred.
Answer: Option [D]

149 What would be the degrees of freedom for the numerator and denominator of the F - ratio defined as 'MSA3B/MSE' ?
A 1 and 96 respectively
B 1 and 98 respectively
C 2 and 97 respectively
D 3 and 96 respectively
Answer: Option [A]

150 A procedure that establishes a sequence of responses which lead to a reward following the final response and then working backwards is called
A Shaping
B Stimulus control
C Chaining
D Stimulus generalization
Answer: Option [C]

151 In a study on scaling of attitude items, eleven statements were included. What would be the number of pairs of attitude statements ?
A 21
B 55
C 110
D 121
Answer: Option [B]

152 Who first attempted to describe personality traits in terms of Lexican descriptors ?
A Ross Stagner
B Allport and Odbert
C R.B. Cattell
D Coasta and McCrae
Answer: Option [B]

153 Which of the following is correctly arranged ?
A Encoding – retrieval – storage
B Encoding – storage – retrieval
C Storage – encoding – retrieval
D Retrieval – encoding – storage
Answer: Option [B]

154 Which one of the following does not contribute to memory ?
A Interesting / disinteresting learning material
B Goal behind learning
C Gender
D Some rest after learning
Answer: Option [C]

155 In terms of efficiency in scanning information, which one of the

following strategies is considered to be the best ?
A Conservative focusing
B Focus gambling
C Simultaneous scanning
D Successive scanning
Answer: Option [C]

156 According to Master and Johnson following is the correct sequence of human sexual response :
A Excitement → Orgasm → Plateau → Resolution
B Excitement → Plateau → Orgasm → Resolution
C Excitement → Arousal → Orgasm → Resolution
D Arousal → Excitement → Orgasm → Resolution
Answer: Option [B]

157 In graphical representations showing stress levels on X axis and performance on Y axis, best performance can be expected at
A Lower end of X axis
B Middle portion of X axis
C Higher end of X axis
D None of the above
Answer: Option [B]

158 Lesions of the ventromedial nuclei in the hypothalamus produce
A Anorexia
B Obesity
C Low level of Leptin
D Hypoinsulinemia
Answer: Option [B]

159 When the action potential reaches the end of the axon terminals, it causes the release of
A An electric spark that sets off the next neuron
B Positively charged ions that excite the next cell
C Negatively charged ions that inhibit the next cell.
D Neurotransmitters that excite or inhibit the next cell.
Answer: Option [D]

160 AIDS attack a number of very different population; young gay men, intravenous drug users, haemophiliacs, Haitians, infants and recipients of blood transfusion, but commonly among them is the decrease in T lymphocytes, so it is an example of
A Inductive reasoning
B Deductive reasoning
C Analogical reasoning

D Syllogism
Answer: Option [A]

161 Muller-Lyer illusion is likely to occur more in cultures characterised by
A People living in rectangular and square buildings
B People living in buildings which are round and have few corners
C People living in open spaces
D People living in caves
Answer: Option [A]

162 28. One prominent class of theorists of deductive reasoning believe that deduction depends on _____ of inference akin to those of _____.
A informal rules; logical calculus
B formal rules; analytical calculus
C procedural rules; logical calculus
D formal rules; logical calculus
Answer: Option [D]

163 What is the correct sequence of products in Guilford's Struct of Intellect Model (SOI) ?
A Unit → Class → System → Relations → Implication → Transformation
B Class → Unit → Systems → Relation → Transformation → Implication
C Unit → Class → Relation → System → Transformation → Implication
D Unit → Relation → Class → System → Transformation → Implication
Answer: Option [C]

164 The light passes through the eye in which of the following sequence ?
A Cornea, Pupil, Lens, Retina
B Cornea, Lens, Pupil, Retina
C Lens, Cornea, Pupil, Retina
D Pupil, Cornea, Lens, Retina
Answer: Option [A]

165 Which one of the following statement is true in the context of item analysis ?
A Item-total correlation = Item-remainder correlation
B Item-total correlation is greater than or equal to item-remainder correlation.
C Item-total correlation is smaller than or equal to item-remainder correlation.
D Item-total correlation cannot be negative.
Answer: Option [B]

166 36. The difference in images in the two eyes is greater for objects that are close and smaller for distant objects is an example of
A Binocular Disparity
B Convergence
C Accommodation
D Relative Size
Answer: Option [A]

167 Shaping in instrumental conditioning means
A Teaching a complex sequence of behaviours by first shaping the final response in the sequence and then working backwards
B A continuous reinforcement schedule is used for establishing new behaviours.
C It involves reinforcing successive approximations of the final desired behaviour.
D Consistent occurrence of a behaviour in the presence of discriminative stimulus.
Answer: Option [C]

168 According to Trichromatic theory of colour vision, which of the following are the three types of cones ?
A Red, Yellow and Blue
B Red, Blue and Green
C Yellow, Blue and Green
D Yellow, Red and Blue
Answer: Option [B]

169 Which one of the following conclusion can be drawn on the basis of the above study ?
A The researcher's hypothesis has been accepted.
B The researcher's hypothesis has been rejected.
C The researcher's hypothesis has been partially accepted.
D Inadequate data to evaluate researcher's hypothesis.
Answer: Option [B]

170 Amit met with an accident and later turned into impulsive, irresponsible and less concerned with the consequences of his actions. He must have suffered damage in
A Parietal lobe
B Frontal lobe
C Occipital lobe
D Temporal lobe
Answer: Option [B]

171 Effective teaching may include conceptual scaffolding, which is best

described by the following statement :
A introducing practice sessions after every module.
B gradually fading support as student proficiency increases.
C punishing student for incorrect answers.
D encouraging brighter students to help weaker students.
Answer: Option [B]

172 A social worker, appointed to assist the psychiatrist, used to administer and interpret Rorschach test. This is an
A ethically incorrect practice
B ethically correct practice
C ethically correct practice provided the results are used only for diagnostic purpose.
D ethically correct practice provided the results are kept confidential and are used only for diagnostic purpose.
Answer: Option [A]

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A ethically incorrect practice
B ethically correct practice
C ethically correct practice provided the results are used only for diagnostic purpose.
D ethically correct practice provided the results are kept confidential and are used only for diagnostic purpose.
Answer: Option [A]

174 The following instrument can not be utilized in the measurement of emotions :
A Sphygmomano meter
B Galvanic skin response
C Digital thermometer
D Pupillary measurement camera
Answer: Option [C]

175 Arrange in sequence the stage of personality development according to Rollo May
A Innocence → ordinary consciousness of self → rebellion → creative consciousness of self
B Innocence → rebellion → ordinary consciousness of self → creative consciousness of self
C Ordinary consciousness of self → innocence → rebellion → creative consciousness of self
D Rebellion → innocence → ordinary consciousness of self → creative consciousness of self

Answer: Option [B]

176 The rapid change in performance as the size of reinforcement in varied is called
A Crespi effect
B Disequilibrium hypothesis
C Premack principal
D Programmed learning
Answer: Option [A]

177 In Solomon Asch's study on conformity, subjects conformed to the Group approximately what percent of time
A 25%
B 35%
C 45%
D over 50%
Answer: Option [B]

178 Perceived fairness of the amount and rewards among individuals refers to _____ while perceived fairness of the ways used for rewards and pays refers to _____.
A Organizational justice, Distributive justice
B Equity, Organizational justice
C Distributive justice; Procedural justice
D Procedural justice; Distributive justice
Answer: Option [C]

179 The concept of _____ is vital in the understanding of fractional antedating goal response
A Drive stimulus reduction
B Reactive Inhibition
C Secondary Reinforcement
D Conditioned Inhibition
Answer: Option [C]

180 Which of the following identity status describes the individual who has been exploring but not yet committed to self chosen values and goals ?
A Identity achievement
B Identity foreclosure
C Identity diffusion
D Identity moratorium
Answer: Option [D]

181 Scientific study of Creativity is considered to be started by
A Galton
B Guilford
C Torrance
D Mednick
Answer: Option [B]

182 Culture exerts strong effect on memory through the operation of cultural schema. One's memory is influenced by learning in
A Own culture effect
B Culture effect due to enculturation
C Acculturation effect
D Socialization effect
Answer: Option [A]

183 21. Evolutionary Social Psychology Research seeks to investigate :
A Changes in human behaviour
B Seeks to investigate the potential role of genetic factors on social behaviour
C Interrelationships between people of two groups of different social environment
D Focuses on individual's behaviour.
Answer: Option [B]

184 Which one of the following is the right explanation of flash bulb memory ?
A New, important, helpful social events
B Unspecific, important, common events
C Specific, surprising, unimportant events
D Unspecific, important, common events
Answer: Option [A

185 Which of the following sequences is correct with respect to effective teaching ?
A Match student's level → specify learning goals → emphasize self comparison → suggest improvements and model problem solving.
B Specify learning goals → emphasize self-comparison → suggest improvements and model problem solving → match student's level.
C Suggest improvements and model problem solving → match student's level → specify learning goals → emphasize self-comparison
D Emphasize self-comparison → match student's level → specify learning goals → suggest improvements and model problem solving.
Answer: Option [A]

186 Sleep disorders can be categorized as

A Paraphilias and Dysfunctions
B Insomnia and Hypersomnia
C Parasomnias and Dyssomnias
D Serotonergic and Dopaminergic
Answer: Option [C]

187 Which is the correct sequence of the stages involved in creative thinking ?
A Preparation; orientation; illumination; incubation; verification
B Preparation; incubation; illumination; orientation; verification
C Orientation; preparation; incubation; illumination; verification
D Orientation; preparation; illumination; incubation; verification
Answer: Option [C]

188 Selective attention in vision and audition respectively have been dubbed as
A 'optic' and 'haptic'
B 'spotlight' and 'gateway'
C 'spatial' and 'acoustic'
D 'central' and 'peripheral
Answer: Option [B]

189 Which is not the part of "on the job training" ?
A Orientation training
B Job instruction training
C Role playing
D Apprentice training
Answer: Option [C]

190 "Pygmalion effect" in educational settings suggests :
A exceptional progress by student as a result of high teacher expectations.
B biases creeping into summative assessment
C authenticity factors in classroom assessment.
D influences on curricular structure.
Answer: Option [A]

191 Which of the following is not a diagnosable sleep disorder :
A Somnambulism
B Somniloquy
C Sleep terror
D Insomnia
Answer: Option [B]

192 A field experiment at the Bronx Zoo illustrated the potential importance of _____ indicating that an individual has legitimate authority. Fill in the blank from given below.
A Gender
B Uniforms

C Age
D An authoritarian personality
Answer: Option [D]

193 Thinking is a complex set of collaborations between _____ and _____representations and processes.
A Linguistic; semantic
B Linguistic; verbal
C Semantic; non-linguistic
D Linguistic; non-linguistic
Answer: Option [D]

194 Signal detection depends upon
A motivation and expectations
B signal intensity and noise
C sensitivity and response criterion
D absolute and relative thresholds
Answer: Option [C]

195 Which of the following does not present with symptoms of mental retardation ?
A Cri du chat syndrome
B Down's syndrome
C Fugue
D Trisomy-21
Answer: Option [C]

196 Therapist suggested to Sunil that while trying to give up the habit of washing hands unnecessarily, he should wear a rubber band around his wrist and snap it everytime he feels like washing his hands. What therapy he is using ?
A Systematic desensitization
B Aversion therapy
C Flooding
D Modelling
Answer: Option [B]

197 The need for _____ produces active, controlling social behaviour while need for _____ produces more passive, less controlling social behaviour.
A affiliation; self-esteem
B confidence; intimacy
C affiliation; intimacy
D intimacy; affiliation
Answer: Option [C]

198 According to Triarchic Theory of Intelligence, arrange the correct functional sequence of metacomponents
A Identification of problem → defining the givens, goals & obstacles → choosing appropriate strategy → selection of lower order processes → selection of mental representation → allocation of

mental resources → monitoring → evaluation.
B Identification of problem → defining the givens, goals & obstacles → selection of lower order processes → choosing appropriate strategy → selecting a mental representation → allocating mental resources → monitoring → evaluation.
C Identification of problem → choosing appropriate strategy → defining givens, goals and obstacles → allocating mental resources → monitoring → selecting mental representation → evaluation
D Defining the givens, goals and obstacles → identification of problem → selection of lower order processes → choosing appropriate strategy → selecting a mental representation → allocating mental resources → monitoring → evaluation
Answer: Option [B]

199 Which is the correct sequence of the stages involved in creative thinking ?
A Preparation; orientation; illumination; incubation; verification
B Preparation; incubation; illumination; orientation; verification
C Orientation; preparation; incubation; illumination; verification
D Orientation; preparation; illumination; incubation; verification
Answer: Option [C]

200 In which one of the following scaling methods, Law of Comparative Judgement is used clearly while computing scale values ?
A Summated ratings
B Equal appearing intervals
C JND scales
D Paired Comparison
Answer: Option [D]

201 The model of memory most frequently cited consists of Short Term Memory (STM) which serve(s) as gateway to Long Term Memory (LTM). This model was propounded by
A Ebbinghaus
B Craik and Lockhart
C Tulving
D Atkinson and Shiffring
Answer: Option [D]

202. The phenomenon of clinging to one's initial conceptions after the basis on which they were formed and had been discredited refers to :
A Belief bias
B Belief perseverance
C Over confidence
D Framing decisions
Answer: Option [B]

203. Mechanistic and Cognitive approaches to motivation differ in the extent to which _____ are invoked to account for the initiation, direction, intensity and persistence of goal directed behaviour.
A Dynamic traits
B Higher mental processes
C Drives
D Instincts
Answer: Option [B]

204. Which of the following is the term for describing a child's one word utterances ?
A Over extensions
B Under extensions
C Holophrases
D Telegraphic speech
Answer: Option [C]

205. What would be the multiple correlation between the job efficiency and the three predictors (M.B.A. marks, selection test scores, and the evaluations scores at the end of inhouse training) ?
A 0.50
B 0.65
C 0.75
D Inadequate data
Answer: Option [C]

206. The b coefficient obtained in multiple regression is
A Partial correlation coefficient
B Correlation coefficient
C Regression coefficient
D Partial regression coefficient
Answer: Option [D]

207. Which one of the following conclusion can be drawn on the basis of above paragraph ?
A All the four predictors (M.B.A. marks, selection test scores, evaluation scores at the end of inhouse training and communication skills) are uncorrelated with each other.
B Out of the four predictors, at least some are correlated with each other.

C Communication skills scores are uncorrelated with other predictors.
D The four predictors theoretically appear to be correlated, but we cannot infer about their intercorrelations from the data provided.
Answer: Option [B]

208 Words learned under water are recalled :
A Better on land than under water
B Better above land (sky) than on land
C Better above land (sky) than under water
D Better under water than on land
Answer: Option [D]

209 Amit met with an accident and later turned into impulsive, irresponsible and less concerned with the consequences of his actions. He must have suffered damage in
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B ethically correct practice
C ethically correct practice provided the results are used only for diagnostic purpose.
D ethically correct practice provided the results are kept confidential and are used only for diagnostic purpose.
Answer: Option [A]

212 Arrange in sequence the stage of personality development according to Rollo May

A Innocence → ordinary consciousness of self → rebellion → creative consciousness of self
B Innocence → rebellion → ordinary consciousness of self → creative consciousness of self
C Ordinary consciousness of self → innocence → rebellion → creative consciousness of self
D Rebellion → innocence → ordinary consciousness of self → creative consciousness of self
Answer: Option [B]

213 The rapid change in performance as the size of reinforcement in varied is called
A Crespi effect
B Disequilibrium hypothesis
C Premack principal
D Programmed learning
Answer: Option [A]

214 In Solomon Asch's study on conformity, subjects conformed to the Group approximately what percent of time
A 25%
B 35%
C 45%
D over 50%
Answer: Option [B]

215. Perceived fairness of the amount and rewards among individuals refers to _____ while perceived fairness of the ways used for rewards and pays refers to _____.
A Organizational justice, Distributive justice
B Equity, Organizational justice
C Distributive justice; Procedural justice
D Procedural justice; Distributive justice
Answer: Option [C]

216 Which of the following identity status describes the individual who has been exploring but not yet committed to self chosen values and goals ?
A Identity achievement
B Identity foreclosure
C Identity diffusion
D Identity moratorium
Answer: Option [D]

217 Scientific study of Creativity is considered to be started by
A Galton
B Guilford
C Torrance

D Mednick
Answer: Option [B]

218 Sleep disorders can be categorized as
A Paraphilias and Dysfunctions
B Insomnia and Hypersomnia
C Parasomnias and Dyssomnias
D Serotonergic and Dopaminergic
Answer: Option [C]

219 Which is the correct sequence of the stages involved in creative thinking ?
A Preparation; orientation; illumination; incubation; verification
B Preparation; incubation; illumination; orientation; verification
C Orientation; preparation; incubation; illumination; verification
D Orientation; preparation; illumination; incubation; verification
Answer: Option [C]

220 Selective attention in vision and audition respectively have been dubbed as
A 'optic' and 'haptic'
B 'spotlight' and 'gateway'
C 'spatial' and 'acoustic'
D 'central' and 'peripheral
Answer: Option [B

221. Job satisfaction is enhanced by tasks that are:
A Very easy to accomplish
B Overwhelming and rewarding
C Unrelated to one's personal needs
D Challenging but not overwhelming
Answer: Option [D]

222. Piaget's stage for infancy is:
A Formal operation
B Preoperational thought
C Sensory motor thoughts
D Concrete operations
Answer: Option [C]

223. When a researcher tests several groups of people at the same time each group at a different age, he is conducting a(n) _____ study.
A Sequential
B Cross-sectional
C Longitudinal
D Observational
Answer: Option [B]

224. An individual becomes a member of social group through the process of:
A Aging
B Learning

C Maturation
D Socialization
Answer: Option [D]

225. The first two weeks of life are referred to as:
A Early childhood
B The neonatal period
C The period of infancy
D The preoperational stage
Answer: Option [B]

226 It would be more accurate to say that maturation:
A Can be delayed by illness or poor nutrition
B Is dramatically accelerated by good nutrition
C Is not affected by any environmental factors because it is genetic
D Is greatly accelerated by good health care and delayed by illness
Answer: Option [D]

227. Which of the following is part of the psychosocial domain?
A Memory
B Judgment
C Motor skills
D Style of behaving
Answer: Option [D]

228. The stage of prenatal development during which the developing organism is most vulnerable to injury is the:
A Embryonic stage
B Fetal stage
C Germinal stage
D Zygotic stage
Answer: Option [A]

229 The current Stanford-Binet Intelligence Test is descended from the test developed by Binet and Simon:
A In early 1600s
B In early 1800s
C In early 1900s
D None of the above
Answer: In early 1900s

230 The capacity to learn and adapt to the requirements for survival in one's culture is called:
A Learning
B Emotion
C Intelligence
D Abstraction
Answer: Intelligence

231 Who told that mental functioning involves two types of abilities – an associative ability and a cognitive ability?
A A. R. Jensen
B E. B. Titchener
C J. B. Watson
D Wilhelm Wundt
Answer: A. R. Jensen

232 Who viewed intelligence as an attribute of the person like any other attribute such as blood pressure and temperature etc?
A A. R. Jensen
B Carl Spearman
C R. B. Cattell
D None of the above
Answer: A. R. Jensen

233 According to Spearman, the capacity for activities like reading a novel, speaking fluently, planning the train route from a map etc. involve:
A Primary mental ability
B The manifestation of specific intelli¬gence in greater degree
C Abstract level of intelligence
D The manifestation of general intelligence in greater degree
Answer: The manifestation of general intelligence in greater degree

234 Who introduced the term "Intelligence Quo¬tient" (I.Q.)?
A William Stern
B R. B. Cattell
C A. R. Jensen
D E. L. Thorndike
Answer: William Stern

235 The term "intelligence" is derived from a Latin word, framed by Cicero to translate a Greek word used by Aristotle to include:
A Specific effective processes
B All effective processes
C Specific cognitive processes
D All cognitive processes
Answer: All cognitive processes

236 The simultaneous existence of two opposed emotions, motivations or attitudes e.g. love- hate, approach-avoidance is called:
A Rationalization
B Narcissism
C Instinct
D Ambivalence
Answer: Ambivalence

237 The proverbial story of milkmaid's daughter is an illustration of:
A Fantasy
B Creative Thinking
C Divergent Thinking
D Dream
Answer: Fantasy

238 If we start visualising that we will go to heaven and start experiencing all the pleasures therein, this would be:
A Imagination
B Day-dreaming
C Dream
D None of the above
Answer: Day-dreaming

239 The difference between day-dreams and fantasy is that the former are much more organised and relate to the:
A Subconscious mental activity of the individual
B Unconscious mental activity of the indi¬vidual
C Conscious mental activity of the indi¬vidual
D Both conscious and unconscious acti¬vities of the individual
Answer: Conscious mental activity of the indi¬vidual

240 Delusions can be classified into two types and these are:
A Transitory and permanent
B Direct and indirect
C Grandeur and persecution
D None of the above
Answer: Grandeur and persecution

241 Some delusions are there which are brief or fleeting. These are called:
A Delusion of Persecution
B Chronic Delusions
C Delusion of Grandeur
D Transient Delusions
Answer: Transient Delusions

242 Some delusions are there which are very elaborate and many completely engulf the individual. These are called:
A Chronic or Systematic Delusions
B Transient Delusions
C Delusion of Grandeur
D Delusion of Persecution
Answer: Chronic or Systematic Delusions

243 "Sometimes an individual feet's that he is being harassed, persecuted and plotted against by everyone. He is obsessed with the idea that everybody around is out to get him, harm him, kill him and he is a victim of domestic, national and international conspiracies". This is an example of:
A Delusion of Persecution
B Systematic Delusions
C Transient Delusions
D Delusion of Grandeur
Answer: Delusion of Persecution

244 The ideas which were interfering with the solution of the problem tend to fade in:
A Preparation Period
B Evaluation Period
C Incubation Period
D None of the above
Answer: Incubation Period

245 Hypochondriacal delusions are concerned with an excessive preoccupation with imaginary:
A Physical or Mental disease
B Psychoses
C Physical diseases
D Mental diseases
Answer: Physical or Mental disease

246 Self-condemnatory delusions generally ref¬lect a need for:
A Affection
B Reward
C Punishment
D None of the above
Answer: Punishment

247 Hypochondriasis is usually interpreted as an escape from life difficulties:
A By a flight into coma stage
B By a flight into disease
C By a flight into unconscious stage
D By a flight into dream
Answer: By a flight into disease

248 Jean Piaget was a/an:
A Russian Psychologist
B English Psychologist
C Swiss Psychologist
D German Psychologist
Answer: Swiss Psychologist

249 Jean Piaget used the term "Schemata" to refer to the cognitive structures underlying organized patterns of:
A Behaviour
B Experience
C Temperament

D None of the above
Answer: Behaviour

250 In which development stage, according to Piaget, "Object permanence" develops?
A Concrete operation period
B Formal operation period
C Preoperational Period
D Sensorimotor Period
Answer: Sensorimotor Period

251 Piaget speaks of the "plane of action" in the sensorimotor phase preceding and being essential for the later development of the:
A Plane of thought
B Personality
C Concept formation
D Image
Answer: Plane of thought

252 In which substage of Sensorimotor Period, the infant repeats and modifies actions which initially may have occurred by chance and which the child finds to be satisfying or pleasurable?
A Primary circular Reaction
B Coordination of secondary schemata
C Tertiary circular Reaction
D None of the above
Answer: Primary circular Reaction

253 Children actively use trial-and-error methods to learn more about the properties of objects in the developmental stage of:
A Coordination of secondary schemata
B Primary circular Reactions
C Tertiary circular Reactions
D Secondary circular Reactions
Answer: Tertiary circular Reactions

254 The major characteristic of the preope¬rational phase is the development of systems of representation, such as language, which Piaget calls the:
A Symbolic function
B Explicit function
C Communicative cues
D Implicit function
Answer: Symbolic function

255 The child's habit of attending to one salient aspect of a problem neglecting other ones, thus distorting reasoning is known as:
A Centration
B Syncretism
C Egocentrism

D Transductive reasoning
Answer: Centration

256 The child's cognitive structure reaches maturity during:
A The period of formal operations
B Concrete operational period
C Sensorimotor period
D Preoperational period
Answer: The period of formal operations

257 When we just start completely agreeing with some deduced results or principles and try to apply to particular cases, it is known as:
A Convergent Thinking
B Inductive Reasoning
C Divergent Thinking
D Deductive Reasoning
Answer: Deductive Reasoning

258 One school of psychology attempted to show that thinking without the sensory images is possible. What is the name of this school?
A Woozberg school
B Gestalt school
C Behaviouristic school
D None of the above

259 The concept of an automobile is:
A A haphazard concept
B A disjunctive concept
C An image
D A conjuctive concept
Answer: A conjuctive concept

260 The concepts which refer to relationship between two elements in a situation is known as:
A Relational Concepts
B Simple concepts
C Conjunctive Concepts
D None of the above
Answer: Relational Concepts

261. In which strategy in concept learning, the "S" immediately jumps to the conclusion?
A Gambler's approach
B Conservative appraoch
C Wholist approach
D Partist approach
Answer: Gambler's approach

262 In "Conservative Approach", in the stra¬tegies in concept formation, the "S" (Sub¬ject) proceeds very cautiously and syste¬matically concentrating on:
A Three features of the card at a time

B Four features of the card at a time
C One feature of the card at a time
D None of the above
Answer: One feature of the card at a time

263 A German Psychologist, Karl Duncker, first proposed the concept of:
A Implicit Speech
B Subvocal talking
C Functional Fixity
D Realistic Thinking
Answer: Functional Fixity

264 "Functional Fixedness" is an important factor in:
A Day Dreaming
B Thinking
C Problem Solving
D None of the above
Answer: None of the above

265 Knowledge of 'phonems' is essential for comprehending a language, but the phonems themselves do not form a unit of perception of a language. The reason is that we never hear them one at a time. What we actually hear is two or three phonemes combined into a syllable called:
A A morphem
B A phonem
C A concept
D An image
Answer: A morphem

266 The range between the loudest and the weakest sounds that an individual can make is called:
A Dynamic range
B Sensory range
C Pitch range
D None of the above
Answer: Dynamic range

267 The information processing theory empha¬sises the contribution of the child rather than the role of reinforcement as emphasized by the:
A Operant model
B Insightful learning model
C Classical conditioning model
D Trial-and-Error model
Answer: Operant model

268 In 1860s, a French physician Paul Broca showed that a lower part of the frontal lobe, a short distance above and in the front of the left ear was mainly responsible for the:
A Creativity

B Formation and development of images
C Control of spoken language
D Concept formation
Answer: Control of spoken language

269 The language region in the lower frontal lobe is known as:
A Broca's Area
B Sherrington' Area
C Wernicke's Area
D None of the above
Answer: Broca's Area

270 The general term for speech disorder due to brain damage is known as:
A Aphasia
B Paresthesia
C Astasia-abasia
D Aphonia
Answer: Aphasi

271: which of the following controls thyroid gland?
a) metabolism
b) glucose absorption
c) emotions
d) a and b
e) b and c
f) none of these
Answer – A

272: ——- is the process in which detecting ,translating and transmitting from external environment to brain…
a) adaptation
b) selective attention
c) sensation
d) perception
e) a and b both
f) none of these
Answer – C

273: Most common form of Mood Disorder…
a) Bipolar I
b) Bipolar II
c) Seasonal Affective Disorder
d) Major Depressive Disorder
e) a and c both
f) none of these
Answer – D

274: Which one option is not a compulsive behaviour with Obsessive-Compulsive Disorder?
a) Tapping
b) Hoarding
c) Washing
d) Checking
e) c and d both
f) none of these

Answer – A

275: —— disorders is not more common in female populations…
a) AN
b) MDD
c) BPD
d) SP
e) a and d both
f) none of these
Answer – C

276: Which one option is not commonly diagnosed in criminals?
a) Depersonalisation Disorder
b) Narcissistic Personality Disorder
c) Schizophrenia
d) Anti-Social Personality Disorder
e) a and d both
f) none of these
Answer – C

277: Many celebrities said to have experienced which type of somatic disorder…
a) Disorder
b) Body Dysmorphic Dearealisation Disorder
c) Hyperchondriasis
d) Somatoform Disorder
e) all of these
f) noe of these
Answer – C

278: Many celebrities said to have experienced which type of somatic disorder…
a) Disorder
b) Body Dysmorphic Dearealisation Disorder
c) Hyperchondriasis
d) Somatoform Disorder
e) all of these
f) noe of these
Answer – C

279: Our general method for dealing with environment is…
a) perceptual style
b) cognitive style
c) personality perceptual style
d) intelligence
e) none of these
f) a and c both
Answer – B

280: The childs increasing skill at using his muscles is because of…
a) An opportunity to exercise
b) Pushing by parents
c) Learning
d) Maturation
e) a and b
f) None of these

Answer – D

281: psychological domain is…
a) Style of behaving
b) Memory
c) Motor skills
d) Judgment
e) b an c both
f) None of these
Answer – A

282: Peoploe lost touch with reality , When they are…
a) Manic
b) Neurotic
c) Psychotic
d) Psychopathic
e) c and d both
f) None of these
Answer – C

283. 'Importance' of intelligence can be judged according to which of the following?

a. **The perception of its existence**
b. **The use of 'intelligence'**
c. **Its function in achieving social outcome that is valued by the society**
d. **All of the above**

Answer:
d. All of the above

284. Which of the following is NOT a situation for which intelligence test is useful?

a. **Assess weaknesses of a student in school**
b. **Help psychologists design rehabilitation programmes for neuropsychological patients**
c. **Find out the amount of future earning of a person**
d. **Help school psychologists plan an educational intervention programme for students who struggle**

Answer:
c. Find out the amount of future earning of a person

285. When examining criterion validity of IQ, which of the following is important?

a. **The time of day when IQ was measured**
b. **The IQ test that was used**
c. **The psychologist who administer the test**
d. **Determining the direction of causality**

Answer:
e. **Determining the direction of causality**

286. Which of the following is least predicted by intelligence?

a. Academic success
b. Physical height
c. Occupational status
d. Family income

Answer:

b. Physical height

287. In educational setting, it has been found that …

a. as grade level increases, intelligence becomes more important
b. intelligence is negatively correlated with diligence
c. high intelligence level leads to higher academic achievement
d. IQ is only relevant when non-verbal tests are used

Answer:

a. as grade level increases, intelligence becomes more important

288. In a study of high school students, intelligence explained …

a. as much variance in their academic achievement as their personality
b. less variance in their academic achievement than emotional intelligence
c. more variance in their academic achievement than either their personality or emotional intelligence
d. close to zero variance in their academic achievement

Answer:

c. more variance in their academic achievement than either their personality or emotional intelligence

289. Intelligence can predict academic success …

a. up until undergraduate degree qualification
b. beyond undergraduate degree qualification
c. in primary school only
d. in high school only

Answer:

b. beyond undergraduate degree qualification

290. Which of the following can be predicted by intelligence?

a. Job level attained
b. Job-related training performance
c. Actual job performance

d. All of the above

Answer:

d. All of the above

291. In non-Western countries, and excluding Australia and Japan, there is a vacuum of evidence for IQ predicting job performance. What does this suggest?

a. Non-Western countries do not measure job performance
b. IQ is an idea of the Western world
c. Researchers do not study non-Western countries
d. Job performance can only be measured through career advancement

Answer:

b. IQ is an idea of the Western world

292. In terms of occupational types, high IQ scores are often found …

a. among persons with physical jobs such as labourers
b. equally across all job types
c. among persons whose jobs requiring abstract thinking skills
d. among army recruits

Answer:

c. among persons whose jobs requiring abstract thinking skills

293. A possible reason for why intelligence is predictive of job performance is that…

a. intelligence relates to the ability to handle complex information and learn
b. intelligence provide the person with a sense of confidence
c. intelligent individuals get along well with their supervisor who rates them favourably
d. all of the above

Answer:

a. intelligence relates to the ability to handle complex information and learn

294. Which of the following statement is true of a study of US military personnel reported by Gottfredson (1997)?

a. There were many more high cognitive ability scorers who have trouble completing their military training compared to low scorers

b. There were as many high cognitive ability scorers as low scorers who have trouble completing their military training
c. Most of the high cognitive ability scorers completed their military training compared to the low scorers
d. Most high cognitive ability scorers completed their military training without complaining

Answer:
c. Most of the high cognitive ability scorers completed their military training compared to the low scorers

295. The reason for why IQ would be related to income is …

a. high intelligence leads the individual to seek further postgraduate training which in turn leads to highly valued and higher paid job.
b. knowledge equals to money
c. highly intelligent people are more likely to make themselves appear successful
d. employers are more likely to employ highly respected people

Answer:
a. high intelligence leads the individual to seek further postgraduate training which in turn leads to highly valued and higher paid job.

296. Which of the following are explanations offered for why childhood IQs are negatively correlated with the risk of adult coronary heart disease?

a. Disease prevention mechanism is in operation such that higher intelligence is associated with healthier lifestyle
b. Disease management mechanism is in operation such that intelligent individuals can self-administer medication better
c. Intelligence leads individuals to avoid unhealthy environment and hazardous jobs which may damage health
d. All of the above

Answer:
d. All of the above

297. Whilst cross-sectional studies may hint that obesity leads to low IQ, longitudinal studies where childhood IQ was measured before health indicators were measured later in adulthood showed that …

a. **obesity risks are not real**
b. **higher IQ increases the risk of obesity**
c. **lower IQ increases the risk of obesity**
d. **IQ and obesity are not related**

Answer:
c. lower IQ increases the risk of obesity

298. The child's increasing skill at using his muscles is due chiefly to:
A Maturation
B Learning
C Pushing by parents
D An opportunity to exercise
Answer: Option [B]

299. In three-factor models of personality a 'Constraint' factor is sometimes proposed. In Big Five terms, 'Constraint' is best understood as a combination of …

a. **low Extraversion and high Agreeableness**
b. **low Extraversion and low Agreeableness**
c. **high Conscientiousness and high Agreeableness**
d. **high Conscientiousness and low Agreeableness**

Answer:
c. high Conscientiousness and high Agreeableness

300. What combination of Big Five personality characteristics is associated with authoritarian tendencies?

a. **Low Agreeableness and high Conscientiousness**
b. **Low Openness and high Conscientiousness**
c. **High Neuroticism and low Agreeableness**
d. **Low Openness and high Neuroticism**

Answer:
b. Low Openness and high Conscientiousness

301. Which attachment style is associated with showing anger and upset during a discussion of a relationship problem with one's partner and reduced love and commitment toward them after it?

a. Secure
b. Insecure
c. Avoidant
d. Anxious/ambivalent

Answer:
d. Anxious/ambivalent

302. Which of the following statements best describes the 'indigenous approach' to examining cultural variations in personality structure?

a. It employs indigenous people as research assistants
b. It translates Western personality measures into indigenous languages
c. It starts with the personality concepts and trait terms of the culture of interest
d. It addresses the personality structure of colonized peoples

Answer:
c. It starts with the personality concepts and trait terms of the culture of interest

303. Which of the following statements best describes the current state of research on personality types?

a. Categorical personality types are very rare
b. Type A personality is an either-or personality type
c. Research shows that the Myers-Briggs Type Indicator identifies true personality types
d. Most personality variation between people is not well described by continuous dimensions

Answer:
a. Categorical personality types are very rare

304. Conditioned response may be eliminated by withdrawing reinforcement. This is known as:
A Extinction
B Discrimination
C Spontaneous recovery
D Stimulus generalization
Answer: Option [A]

305. Any stimulus that follows a behavior and increases the likelihood that the behavior will be repeated is called a:
A Cue
B Punisher
C reinforcer

D Situational stimulus

Answer: Option [C]